



# YEARLY STATUS REPORT - 2021-2022

## Part A

### Data of the Institution

#### 1.Name of the Institution

St Aloysius College (Autonomous)

- Name of the Head of the institution **Rev. Dr. Fr. G. Vazhan Arasu**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **07612620738**
- Alternate phone No. **07612624631**
- Mobile No. (Principal) **8989865011**
- Registered e-mail ID (Principal) **jpgvalan@gmail.com**
- Address **1, Ahiliya Bai Marg, Pentinaka Chowk, Sadar**
- City/Town **Jabalpur**
- State/UT **Madhya Pradesh**
- Pin Code **482001**

#### 2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **20/11/2006**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **Dr. Siby Samuel**
- Phone No. **07612620738**
- Mobile No: **9425829018**
- IQAC e-mail ID **iqac.sac.jbp@gmail.com**

**3. Website address (Web link of the AQAR (Previous Academic Year))**

<http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/07/AQAR-REPORT-2020-2021.pdf>

**4. Was the Academic Calendar prepared for that year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/01/Academic-calender-2021-2022.pdf>

**5. Accreditation Details**

| Cycle          | Grade     | CGPA         | Year of Accreditation | Validity from     | Validity to       |
|----------------|-----------|--------------|-----------------------|-------------------|-------------------|
| <b>Cycle 1</b> | <b>A+</b> | <b>93.10</b> | <b>2005</b>           | <b>20/05/2005</b> | <b>19/05/2010</b> |
| <b>Cycle 2</b> | <b>A</b>  | <b>3.5</b>   | <b>2011</b>           | <b>16/09/2011</b> | <b>15/09/2016</b> |
| <b>Cycle 3</b> | <b>A+</b> | <b>3.68</b>  | <b>2017</b>           | <b>09/06/2017</b> | <b>08/06/2024</b> |

**6. Date of Establishment of IQAC**

**05/07/2005**

**7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

| Institution/ Department/Faculty/School | Scheme                     | Funding Agency | Year of Award with Duration | Amount   |
|--|----------------------------|----------------|-----------------------------|----------|
| St. Aloysius College                   | Autonomy                   | UGC, New Delhi | 24/10/2006                  | 20669274 |
| St. Aloysius College                   | FIST                       | DST            | 21/11/2014                  | 9000000  |
| St. Aloysius College                   | CPE                        | UGC, New Delhi | 28/09/2006                  | 32500500 |
| Dr. Manju Gupta                        | Women Scientist Scheme A   | DST            | 20/02/2019                  | 2715000  |
| St. Aloysius College                   | Design innovation Center   | MHRD           | 20/11/2015                  | 4333333  |
| St. Aloysius College                   | Paramarash                 | UGC, New Delhi | 26/11/2019                  | 2794500  |
| St. Aloysius College                   | Star Scheme                | DBT            | 29/02/2020                  | 10400000 |
| Ms. Bhawna Tekam                       | Junior Research Fellowship | UGC            | 12/03/2022                  | 2000000  |

### 8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

### 9. No. of IQAC meetings held during the year 5

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

**10. Did IQAC receive funding from any funding agency to support its activities during the year?** **Yes**

- If yes, mention the amount **1829560**

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

1. To augment Academic and Research pursuits: Signed a Memorandum of Understanding (MOU) with twelve new institutions for the purposes of partnership and the promotion of shared interests in various scientific academic projects, fellowships, and student internships.

2. Monitoring the Departmental work culture: Departments' Performance Appraisal on qualitative and quantitative aspects were conducted from 11th Nov -16th Nov 2021

3. Teaching and Non-teaching Enrichment program:

- Three teachers completed 15 days Professional Certificate Course on Adaptive Design Learning organized by Ateneo University sponsored by United Board, 1st September- 17th December
- One faculty enrolled as United Board Fellow, AY 2021-22
- Two faculty members completed Harvard Bok Higher Education Teaching Certificate Short Course.
- One day Program for Non-teaching Staff on 'Towards Stress Free Work Culture'

4. Innovations and Startups: Enhancement of pre-incubation and incubation facilities with an entrepreneurial vision for nurturing innovations and startups has resulted in two innovative techniques viz., Hydroponic technique and Olla Pots irrigation and four prototypes viz., Rosera Wipes, Tamocum, Seed Enhancer, Biomembrane

5. Campus ERP: ERP upgradation, development and maintenance of college website and portals, Networking and ICT infrastructure are regularly updated in par with Cyber security measures. The current version of ERP system eCAS (Enhanced Campus Automation System) is 2.1.7.29. The following changes were brought in

1. New in-house software has been developed for the conduction, pre and post-examination process of the Yearly Examination Scheme as per the New Education Policy (NEP). This Software module has been hosted in the cloud storage to facilitate the ease of access to students and is available via HTTPS protocol.
2. The Mark sheet generation module has been optimized by integrating the Candidate List button using which a specific number of mark sheet can be generated minimizing the load of client and server machines.
3. A new security feature has been incorporated by adding Enable/Disable button using which the declared results of a particular scheme get frozen and become non editable from all levels.
4. A new OMR Sheet layout has been designed for the conduct of the Foundation Course Examination using the OMR sheet.
5. The OMR Evaluation software version has been updated to OMRv22.
6. Export to Excel option has been added in the OMR software to generate a Marks file for the newly developed software of the Yearly Examination

Scheme of NEP. 7. Hardware Firewall is kept up-to-date with the needful Firmware and database updates for better security of the institutional digital resources. 8. Internet Bandwidth: The college has acquired 75 Mbps Internet Leased Line (ILL) 1:1 over OFC (Optical Fiber Cable) from Purenet Telecom India Pvt. Ltd., Jabalpur, Madhya Pradesh.

**12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

| Plan of Action                      | Achievements/Outcomes  |
|-------------------------------------|--|
| IQAC meetings to be conducted       | There were four IQAC meetings, and the Action Taken Report provides extensive information regarding the action plan, implementation method, and task outcome.  |
| Biannual release of IQAC Newsletter | Released on 15th August 2020 and 26th January 2021   |
| Orientation Program                 | 10 days online Orientation program was organized for the newcomers from 6th September 2021 in two batches.   |
| Academic reforms                    | Transformation of the curriculum in accordance with NEP 2020, with majoring subjects blended with courses based on vocational skills, internships, projects, and field surveys; making teaching and learning more inclusive through the use of experiential, activity-based, and adaptive-personalized learning. |
| Assessment reforms                  | NEP 2020 was implemented in the Year 2021-2022<br>1. Assessment according to Ordinance 14 B<br>2. Duration of exams: Major, Minor & Elective - 3 hrs duration<br>3. Vocational & AEC - 2 hrs Duration<br>4. Paper of 3 hrs duration Will consists of long answer question, short answer                          |

question and objectives type question. 5. Marks distribution: ? Theory - 70 External, 30 Internal ? Practical - 50 External 50 Internal 6. Internal Assessment - 3 Written Exam & one of any mode, the mark of best 2 to be considered 7. AEC exam (Paper- I & Paper- II) to be conducted by OMR Sheets (different set of papers were used) 8. Vocational Course - Interdisciplinary therefore conducted separately 14 courses were offered by the college.

Reforms in automation in Examination cell

1. Customized software developed for the yearly examination scheme under New Education Policy to streamline the administration, preparation, and pre and post-examination process. The College has made this software module, accessible via the secure HTTPS protocol, available to students via the cloud storage. 2. The Marksheet generation module has been optimized by integrating the Candidate List button using which a specific number of marksheet can be generated minimizing the load of client and server machines. 3. A new security feature has been incorporated by adding Enable/Disable button using which the declared results of a particular scheme get frozen and become noneditable from all levels. 4. New templates have been added for sending results by SMS and EMAIL. 5. Additional IPs have been added to the Whitelist pool of the SMS gateway that is used to send

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|   | <p>Result SMS as a precautionary step. 6. For Foundation Course Exam, an updated OMR Sheet design was created. 7. New OMR Evaluation software version OMRv22 has been released. 8. The OMR programme now offers an export to Excel feature that can be used to create a marks file for the NEP's Yearly Examination Scheme programme.</p> |
| Automating the Attainment process of CO-PO-PSO  | In-house software developed for the computation of Attainment of CO-PO-PSO for each subject class-wise and discipline-wise.   |
| Sustainable Environment                         | 1.To commemorate the 16th annual Parthenium Awareness week, which took place from August 19th to August 23rd, the Nature Club, in conjunction with the Department of Botany & Microbiology and the Department of Zoology, hosted an online lecture titled   |
| Participation in Education Excellence Awards    | 1.Secured WINNER position in NEW CODE OF EDUCATION 2020 2. Participated in India Today Education Excellence Award and placed in the positions • Arts • Commerce • Science • BBA • BCA 3. Participated in OPEN Magazine Best Colleges Ranking 2022   |
| Feedback Analysis                               | 1.Revisions in curricula in response to comments and suggestions from a various stakeholder. 2. Comments and suggestions regarding the Orientation programme. 3. Student evaluations of teaching and learning at the class level. 4. Conducted an online survey to gauge student satisfaction.  |
| In-House FDP/Training Teaching and non-teaching | 1. Design Incubation Centre organized FDP on  |

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|  | <p>"Biopharmaceutical Technology &amp; Probiotics" in collaboration with the Department of Zoology from 8th to 14th November. 2. The department of Management under the aegis of IQAC organized two days International Faculty Enrichment Program on 'Towards Enhanced Digitization: Mentoring the Mentors' from 3rd - 4th December. 3. The department of Botany organized Faculty Development Programme on "Innovative Research Practices" from 21st- 26th March.</p>  |
| <p>Organizing Conference / Webinars and Seminars</p> | <p>1.The faculty of Physical Sciences organized the 2nd Online International Conference on 'Advances in Physical, Mathematical and Computational Sciences' on 23rd &amp; 24th July 2. Department of Economics organized a National webinar on 'New Economic policy 2020: Socio Economic and Political Implications', sponsored by ICSSR on 30th- 31st July 3. Department of History organized a National E-Seminar on 'India's Independence and contribution of freedom Fighters' on 14th August. 4. The faculty of Life-Science organized an online International conference on 'Life Sciences: Acceptance of the New Normal' on 27th &amp; 28th August. 5. The Department of English organized an online National seminar on 'Tribute to Khushwant Singh: A Writer of Protean Sensibilities' on 3rd &amp; 4th September 6. The Research and Development Center organized a National webinar on 'Intellectual Property Rights:</p> |



Patent Design and Trademark' by Mr. Sujoy Sarkar, Patent & Design, Kolkata. Govt. of India, on 17th September 7. IQAC organized Confluence (2nd International student faculty exchange programme) from 18th September-1st October 8. The Faculty of Commerce & Management organized the International webinar on SDG of UN- Side Event of 9th Annual International Conference on 'Sustainable Development- A Global Initiative of United Nations' on 22 September. 9. The Department of Management in Collaboration with ICFAI Business School, Hyderabad organized a webinar on

Activities to promote entrepreneurship and start-ups

1. The Institution's Innovation Council (IIC) organized expert talks by Mr. Ambika Prasad Patel on the occasion of World Entrepreneurs Week Celebration  
 2. The Design Incubation Centre organized a Web session for Jawahar R-ABI startups on the topic "Introduction and Innovative products of startups" on 22nd September. 3. The ED Cell organized a Guest lecture for International event for teens to know the Entrepreneurship World What it is' on 17th October 4. The ED Cell organized a corporate talk on 'Start up Business career in Business and Corporate World' on 2nd December. 5. The Bio-design Innovation Centre organized Agri- Entrepreneurship Awareness Programme 14th December. 6. The department of Chemistry in collaboration with ED Cell conducted a training program on

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|   | <p>'Entrepreneurship skills through Chemistry' for the faculty and students under the STAR College scheme, 20th - 21st December. 7.</p> <p>The ED cell, Department of Commerce in collaboration with Jabalpur Incubation Centre had organized a 2 days Entrepreneurship Boot camp and Pitching Expo for College Students, 3rd - 4th January. 8.</p> <p>The ED Cell organized 'Entrepreneurship Awareness Programme and Best Innovation Business Idea Competition', 21st - 23rd January.</p> |
| Student-Faculty Exchange program                                | Ten students and five faculty members participated in a global student-faculty exchange programme from September 18th to October 1st, under the banner of   |
| To orient students and staffs towards National Education Policy | <p>1. 3rd and 6th October 2020, Webinar on 'National Education Policy 2020' for students.</p> <p>2. 30th &amp; 31st July 2021 - Two days Online National Conference on "New Educational Policy 2020: Socio-economic &amp; Political Implications sponsored by ICSSR, New Delhi.</p>   |
| Awareness to IPR and Patenting                                  | <p>1. Webinar on 'Research and Development Centre of St. Aloysius College' was organized by on 17th September 2021, Speaker- Mr. Sujoy Sarkar, Deputy Controller of Patent &amp; Design, Patent Office Kolkata, hosted by Research and Development Centre of St. Aloysius College.</p> <p>2. Webinar on 'Intellectual Property Rights: patents and design Process' was organized by Research and Development Centre of St.</p>  |

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|  | <p>Aloysius College, in collaboration with Rajiv Gandhi National Institute of Intellectual Property Management, Nagpur on 28th October 2021, Speaker- Dr. Bharat Suryavanshi, Assistant Controller of Patent &amp; Design, RGNIIPM, Nagpur. 3. Webinar on 'Awareness on Intellectual Property Rights for Starving Minds' was organized by Research and Development Centre of St. Aloysius College, in collaboration with Indian Patent and trade Mark Office, Mumbai on 17th February 2022, Speaker- Dr. Ajay S. Thakur, Assistant Controller of Patents and Design, Team Leader, NIPAM, patent office Mumbai.</p> |
| Consolidation and submission of AQAR 2021-22 | Preparation and submission of AQAR by Nov. 2022  |

**13. Was the AQAR placed before the statutory body?** Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Governing Body             | 19/11/2022         |

**14. Was the institutional data submitted to AISHE ?** Yes

- Year

**Part A****Data of the Institution**

|  |   |
|--|---|
| <b>1.Name of the Institution</b>                                 | St Aloysius College (Autonomous)            |
| • Name of the Head of the institution                            | Rev. Dr. Fr. G. Vazhan Arasu                |
| • Designation  | Principal                                   |
| • Does the institution function from its own campus?             | Yes   |
| • Phone No. of the Principal                                     | 07612620738                                 |
| • Alternate phone No.  | 07612624631                                 |
| • Mobile No. (Principal)   | 8989865011                                  |
| • Registered e-mail ID (Principal)                               | jgvalan@gmail.com                           |
| • Address  | 1, Ahiliya Bai Marg, Pentinaka Chowk, Sadar |
| • City/Town  | Jabalpur                                    |
| • State/UT   | Madhya Pradesh                              |
| • Pin Code   | 482001                                      |
| <b>2.Institutional status</b>                                    |   |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 20/11/2006                                  |
| • Type of Institution  | Co-education                                |
| • Location   | Urban                                       |
| • Financial Status   | UGC 2f and 12(B)                            |
| • Name of the IQAC Co-ordinator/Director                         | Dr. Siby Samuel                             |

|   |   |
|---|---|
| • Phone No.   | 07612620738   |
| • Mobile No:  | 9425829018  |
| • IQAC e-mail ID  | iqac.sac.jbp@gmail.com  |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b> | <a href="http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/07/AQAR-REPORT-2020-2021.pdf">http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/07/AQAR-REPORT-2020-2021.pdf</a>             |
| <b>4.Was the Academic Calendar prepared for that year?</b>              | Yes   |
| • if yes, whether it is uploaded in the Institutional website Web link: | <a href="http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/01/Academic-calender-2021-2022.pdf">http://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/01/Academic-calender-2021-2022.pdf</a> |

**5.Accreditation Details**

| Cycle   | Grade | CGPA  | Year of Accreditation | Validity from | Validity to |
|---------|-------|-------|-----------------------|---------------|-------------|
| Cycle 1 | A+    | 93.10 | 2005                  | 20/05/2005    | 19/05/2010  |
| Cycle 2 | A     | 3.5   | 2011                  | 16/09/2011    | 15/09/2016  |
| Cycle 3 | A+    | 3.68  | 2017                  | 09/06/2017    | 08/06/2024  |

**6.Date of Establishment of IQAC**

05/07/2005

**7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

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| Dr. Manju Gupta                        | Women Scientist Scheme A   | DST            | 20/02/2019                  | 2715000  |
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| St. Aloysius College                   | Star Scheme                | DBT            | 29/02/2020                  | 10400000 |
| Ms. Bhawna Tekam                       | Junior Research Fellowship | UGC            | 12/03/2022                  | 2000000  |

### 8. Provide details regarding the composition of the IQAC:

|  |                           |
|--|---------------------------|
| <ul style="list-style-type: none"> <li>Upload the latest notification regarding the composition of the IQAC by the HEI</li> </ul>                                  | <a href="#">View File</a> |
| <b>9.No. of IQAC meetings held during the year</b>   | <b>5</b>                  |
| <ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?</li> </ul> | <b>Yes</b>                |

|  |                  |
|--|------------------|
| <ul style="list-style-type: none"> <li>• If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>   | No File Uploaded |
| <b>10. Did IQAC receive funding from any funding agency to support its activities during the year?</b>   | Yes              |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>   | 1829560          |
| <b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |                  |
| <p>1. To augment Academic and Research pursuits: Signed a Memorandum of Understanding (MOU) with twelve new institutions for the purposes of partnership and the promotion of shared interests in various scientific academic projects, fellowships, and student internships. 2. Monitoring the Departmental work culture: Departments' Performance Appraisal on qualitative and quantitative aspects were conducted from 11th Nov -16th Nov 2021 3. Teaching and Non-teaching Enrichment program: • Three teachers completed 15 days Professional Certificate Course on Adaptive Design Learning organized by Ateneo University sponsored by United Board, 1st September- 17th December • One faculty enrolled as United Board Fellow, AY 2021-22 • Two faculty members completed Harvard Bok Higher Education Teaching Certificate Short Course. • One day Program for Non-teaching Staff on 'Towards Stress Free Work Culture' 4. Innovations and Startups: Enhancement of pre-incubation and incubation facilities with an entrepreneurial vision for nurturing innovations and startups has resulted in two innovative techniques viz., Hydroponic technique and Olla Pots irrigation and four prototypes viz., Rosera Wipes, Tamocum, Seed Enhancer, Biomembrane 5. Campus ERP: ERP upgradation, development and maintenance of college website and portals, Networking and ICT infrastructure are regularly updated in par with Cyber security measures. The current version of ERP system eCAS (Enhanced Campus Automation System) is 2.1.7.29. The following changes were brought in 1. New in-house software has been developed for the conduction, pre and post-examination process of the Yearly Examination Scheme as per the New Education Policy (NEP). This Software module has been hosted in the cloud storage to facilitate the ease of access to students and is available via HTTPS protocol. 2. The Mark sheet generation module has been optimized by integrating the Candidate List button using which a specific number of mark sheet can be generated minimizing the load of client and server machines. 3. A new security feature has been incorporated by adding Enable/Disable button using which</p> |                  |

the declared results of a particular scheme get frozen and become non editable from all levels. 4. A new OMR Sheet layout has been designed for the conduct of the Foundation Course Examination using the OMR sheet. 5. The OMR Evaluation software version has been updated to OMRv22. 6. Export to Excel option has been added in the OMR software to generate a Marks file for the newly developed software of the Yearly Examination Scheme of NEP. 7. Hardware Firewall is kept up-to-date with the needful Firmware and database updates for better security of the institutional digital resources. 8. Internet Bandwidth: The college has acquired 75 Mbps Internet Leased Line (ILL) 1:1 over OFC (Optical Fiber Cable) from Purennet Telecom India Pvt. Ltd., Jabalpur, Madhya Pradesh.

**12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

| Plan of Action                      | Achievements/Outcomes  |
|-------------------------------------|--|
| IQAC meetings to be conducted       | There were four IQAC meetings, and the Action Taken Report provides extensive information regarding the action plan, implementation method, and task outcome.  |
| Biannual release of IQAC Newsletter | Released on 15th August 2020 and 26th January 2021   |
| Orientation Program                 | 10 days online Orientation program was organized for the newcomers from 6th September 2021 in two batches.   |
| Academic reforms                    | Transformation of the curriculum in accordance with NEP 2020, with majoring subjects blended with courses based on vocational skills, internships, projects, and field surveys; making teaching and learning more inclusive through the use of experiential, activity-based, and adaptive-personalized learning. |
| Assessment reforms                  | NEP 2020 was implemented in the  |



|  |   |
|--|---|
|  | <p>Year 2021-2022</p> <ol style="list-style-type: none"> <li>1. Assessment according to Ordinance 14 B</li> <li>2. Duration of exams: Major, Minor &amp; Elective - 3 hrs duration</li> <li>3. Vocational &amp; AEC - 2 hrs Duration</li> <li>4. Paper of 3 hrs duration Will consists of long answer question, short answer question and objectives type question.</li> <li>5. Marks distribution: ? Theory - 70 External, 30 Internal ? Practical - 50 External 50 Internal</li> <li>6. Internal Assessment - 3 Written Exam &amp; one of any mode, the mark of best 2 to be considered</li> <li>7. AEC exam (Paper-I &amp; Paper- II) to be conducted by OMR Sheets (different set of papers were used)</li> <li>8. Vocational Course - Interdisciplinary therefore conducted separately</li> </ol> <p>14 courses were offered by the college.</p> |
| <p>Reforms in automation in Examination cell</p> | <ol style="list-style-type: none"> <li>1. Customized software developed for the yearly examination scheme under New Education Policy to streamline the administration, preparation, and pre and post-examination process. The College has made this software module, accessible via the secure HTTPS protocol, available to students via the cloud storage.</li> <li>2. The Marksheet generation module has been optimized by integrating the Candidate List button using which a specific number of marksheet can be generated minimizing the load of client and server machines.</li> <li>3. A new security feature has been incorporated by adding Enable/Disable button using</li> </ol>  |

|  |   |
|--|---|
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| Automating the Attainment process of CO-PO-PSO | In-house software developed for the computation of Attainment of CO-PO-PSO for each subject class-wise and discipline-wise.   |
| Sustainable Environment                        | 1.To commemorate the 16th annual Parthenium Awareness week, which took place from August 19th to August 23rd, the Nature Club, in conjunction with the Department of Botany & Microbiology and the Department of Zoology, hosted an online lecture titled   |
| Participation in Education Excellence Awards   | 1.Secured WINNER position in NEW CODE OF EDUCATION 2020 2. Participated in India Today Education Excellence Award and placed in the positions • Arts • Commerce • Science • BBA • BCA 3. Participated in OPEN Magazine Best Colleges Ranking 2022   |
| Feedback Analysis                              | 1.Revisions in curricula in   |

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|--|---|
|  | <p>response to comments and suggestions from a various stakeholder. 2. Comments and suggestions regarding the Orientation programme. 3. Student evaluations of teaching and learning at the class level. 4. Conducted an online survey to gauge student satisfaction.</p>   |
| <p>In-House FDP/Training Teaching and non-teaching</p> | <p>1. Design Incubation Centre organized FDP on "Biopharmaceutical Technology &amp; Probiotics" in collaboration with the Department of Zoology from 8th to 14th November. 2. The department of Management under the aegis of IQAC organized two days International Faculty Enrichment Program on 'Towards Enhanced Digitization: Mentoring the Mentors' from 3rd - 4th December. 3. The department of Botany organized Faculty Development Programme on "Innovative Research Practices" from 21st- 26th March.</p> |
| <p>Organizing Conference / Webinars and Seminars</p>   | <p>1.The faculty of Physical Sciences organized the 2nd Online International Conference on 'Advances in Physical, Mathematical and Computational Sciences' on 23rd &amp; 24th July<br/>2. Department of Economics organized a National webinar on 'New Economic policy 2020: Socio Economic and Political Implications', sponsored by ICSSR on 30th- 31st July<br/>3. Department of History organized a National E-Seminar on 'India's Independence and</p>   |

contribution of freedom Fighters' on 14th August. 4. The faculty of Life- Science organized an online International conference on 'Life Sciences: Acceptance of the New Normal' on 27th & 28th August. 5. The Department of English organized an online National seminar on 'Tribute to Khushwant Singh: A Writer of Protean Sensibilities' on 3rd & 4th September 6. The Research and Development Center organized a National webinar on 'Intellectual Property Rights: Patent Design and Trademark' by Mr. Sujoy Sarkar, Patent & Design, Kolkata. Govt. of India, on 17th September 7. IQAC organized Confluence (2nd International student faculty exchange programme) from 18th September-1st October 8. The Faculty of Commerce& Management organized the International webinar on SDG of UN- Side Event of 9th Annual International Conference on 'Sustainable Development- A Global Initiative of United Nations' on 22 September. 9. The Department of Management in Collaboration with ICFAI Business School, Hyderabad organized a webinar on

Activities to promote entrepreneurship and start-ups

1.The Institution's Innovation Council (IIC) organized expert talks by Mr. Ambika Prasad Patel on the occasion of World Entrepreneurs Week Celebration  
2. The Design Incubation Centre organized a Web session for Jawahar R-ABI startups on the topic "Introduction and

|  |  |
|--|--|
|  | <p>Innovative products of startups" on 22nd September. 3. The ED Cell organized a Guest lecture for International event for teens to know the Entrepreneurship World What it is' on 17th October 4. The ED Cell organized a corporate talk on 'Start up Business career in Business and Corporate World' on 2nd December. 5. The Bio-design Innovation Centre organized Agri-Entrepreneurship Awareness Programme 14th December. 6. The department of Chemistry in collaboration with ED Cell conducted a training program on 'Entrepreneurship skills through Chemistry' for the faculty and students under the STAR College scheme, 20th - 21st December. 7. The ED cell, Department of Commerce in collaboration with Jabalpur Incubation Centre had organized a 2 days Entrepreneurship Boot camp and Pitching Expo for College Students, 3rd - 4th January. 8. The ED Cell organized 'Entrepreneurship Awareness Programme and Best Innovation Business Idea Competition', 21st - 23rd January.</p> |
| <p>Student-Faculty Exchange program</p>                                | <p>Ten students and five faculty members participated in a global student-faculty exchange programme from September 18th to October 1st, under the banner of</p>   |
| <p>To orient students and staffs towards National Education Policy</p> | <p>1.3rd and 6th October 2020, Webinar on 'National Education Policy 2020' for students 2.</p>   |

|  |   |
|--|---|
|  | 30th & 31th July 2021-Two days Online National Conference on "New Educational Policy 2020: Socio-economic & Political Implications sponsored by ICSSR, New Delhi.   |
| Awareness to IPR and Patenting               | <p>1. Webinar on 'Research and Development Centre of St. Aloysius College' was organized by on 17th September 2021, Speaker- Mr. Sujoy Sarkar, Deputy Controller of Patent &amp; Design, Patent Office Kolkata, hosted by Research and Development Centre of St. Aloysius College.</p> <p>2. Webinar on 'Intellectual Property Rights: patents and design Process' was organized by Research and Development Centre of St. Aloysius College, in collaboration with Rajiv Gandhi National Institute of Intellectual Property Management, Nagpur on 28th October 2021, Speaker- Dr. Bharat Suryavanshi, Assistant Controller of Patent &amp; Design, RGNIIPM, Nagpur.</p> <p>3. Webinar on 'Awareness on Intellectual Property Rights for Starving Minds' was organized by Research and Development Centre of St. Aloysius College, in collaboration with Indian Patent and trade Mark Office, Mumbai on 17th February 2022, Speaker- Dr. Ajay S. Thakur, Assistant Controller of Patents and Design, Team Leader, NIPAM, patent office Mumbai.</p> |
| Consolidation and submission of AQAR 2021-22 | Preparation and submission of AQAR by Nov. 2022   |

|   |                    |                            |                    |                       |                   |
|---|--------------------|----------------------------|--------------------|-----------------------|-------------------|
| <b>13. Was the AQAR placed before the statutory body?</b>   | <b>Yes</b>         |                            |                    |                       |                   |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |                    |                            |                    |                       |                   |
| <table border="1"> <tr> <td>Name of the statutory body</td> <td>Date of meeting(s)</td> </tr> <tr> <td><b>Governing Body</b></td> <td><b>19/11/2022</b></td> </tr> </table>   |                    | Name of the statutory body | Date of meeting(s) | <b>Governing Body</b> | <b>19/11/2022</b> |
| Name of the statutory body  | Date of meeting(s) |                            |                    |                       |                   |
| <b>Governing Body</b>   | <b>19/11/2022</b>  |                            |                    |                       |                   |
| <b>14. Was the institutional data submitted to AISHE ?</b>  | <b>Yes</b>         |                            |                    |                       |                   |
| <ul style="list-style-type: none"> <li>Year</li> </ul>  |                    |                            |                    |                       |                   |
| <table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td><b>2021</b></td> <td><b>14/01/2022</b></td> </tr> </table>   |                    | Year                       | Date of Submission | <b>2021</b>           | <b>14/01/2022</b> |
| Year  | Date of Submission |                            |                    |                       |                   |
| <b>2021</b>   | <b>14/01/2022</b>  |                            |                    |                       |                   |
| <b>15. Multidisciplinary / interdisciplinary</b>  |                    |                            |                    |                       |                   |
| <p>NEP emphasizes "how to think" rather than "what to think." The onus of learning has shifted from parents and guardians to learners in the present, who would preach to their children about the importance of learning. NEP-2020 has proposed an interdisciplinary education as a holistic approach across all sciences in order to ensure knowledge harmony and integrity. The lack of a multi-disciplinary approach to teaching was one of the most significant obstacles that modern higher education in India faced.</p> <p>Education is not limited to a particular discipline. Multidisciplinary education is a unique educational approach that allows students to learn and explore distinct subjects or curricula from various disciplines. Preparing students to work with and in multidisciplinary teams enhances their interpersonal skill sets, empathy, and marketability as future professionals and engaged citizens. Being able to appreciate others' personal and professional perspectives creates critical thinkers and well-rounded graduates. The multidisciplinary approach relies on people crossing disciplines to share knowledge, thereby enhancing your scope and depth of learning.</p> <p>During the 2021-2022 session, activities are carried out to promote multidisciplinary education.</p> |                    |                            |                    |                       |                   |

1. Project work for UG students in collaboration with at least two departments (Study of Antimicrobial activity of Drugs- Chemistry and botany)
2. The research-based social project works for PG students (Water Sample Analysis, Oil Spill Removal)
3. A dissertation at the PG level of research-oriented problems of interdisciplinary education
4. Internships for UG and PG students in agencies catering to multidisciplinary fields
5. Experiments at UG and PG in one subject are conducted in collaboration with another science department (BOD and COD- Zoology and Chemistry, Beer Lamberts AW- Physics and Chemistry.)
6. Value based courses on the multidisciplinary nature conducted in collaboration with 5 departments to provide hands-on training for the usage of multifarious equipment (Certificate Course on "Instrumentation and Analytical Techniques in Chemistry")
7. Multifarious activities for students to explore the applications across disciplines (Rasaynika, ZooFest, Biotech Fest, Nature Club, AMA and others)
8. Skill development courses for PG students in various disciplines (Computer Literacy, English Speaking Courses)

#### **16. Academic bank of credits (ABC):**

NEP has brought a revolution in the Higher Education scenario. It has made new inroads for students to pursue knowledge and skills of their choice and utility. The college is preparing to register with the Academic Bank of Credits. The college is accredited NAAC A + with a CGPA of 3.68 out of 4.00. in the third cycle, approval from respective statutory authorities has been obtained. The college has the appropriate educational infrastructure in terms of audio-visual facilities and e-resources and virtual classrooms, etc., and specifically high bandwidth internet connectivity to support ODL or Online courses or programs and other infrastructural facilities for theory or practical/ or training courses as specified, from time to time, under the relevant University Grants Commission Regulations. In pursuit of maintaining quality online education, students are encouraged to participate in various online platforms such as MOOCs offered by the Swayam portal. The College is a local chapter for the Swayam courses, due to which students have smooth access to these courses, which is reflected in the number of registrations for these courses. Provision will be made to transfer the credits obtained to their academic account. With the prior experience of



adapting to the new teaching pedagogies, St. Aloysius College (Autonomous), Jabalpur is preparing to establish itself as an HEI with the Academic Bank of Credits.

### 17.Skill development:

St. Aloysius' College offers a comprehensive framework encapsulating higher and vocational education to ensure that graduates are trained and have transferable skills that are valued by employers. To support vocational education in line with the National Skills Qualifications Framework, the institute offers a variety of vocational and soft skills courses, including Proficiency in English, Honing Communication Skills- LSRW, Office Procedure & Practice, Digital Marketing, Finance Services & Insurance, Personality Development, and Spoken English. It also provides avenues for e-learning in the digital age to deliver holistic learning to the students for imparting the skills required in the 21st century by restructuring the curriculum and inculcating skill-based teaching and learning. This well-rounded learning platform of value-added courses includes cognitive, attitudinal, socio-emotional, soft skills, and decision-making skills that will make students competitive and employable on a global level. Value education classes are held on a variety of topics such as Spirituality, Fundamental Rights, Work with Integrity, Succeed with Integrity, and Traffic Rules in order to instill positivity in the learner and to develop humanistic, ethical, Constitutional, and universal human values. To be fully functional and beneficial in the new era of skill-based employment and NEP, the institute signed many MOUs with industries to exchange their expertise for mutual benefit and growth. Our students have been involved in field tours, training sessions, workshops, and industrial visits conducted to enlist the help of industry veterans and master craftspeople to impart practical skills and bridge gaps in qualified faculty provision. These activities provided students the opportunities to interact and seek guidance from eminent industry experts and skilled professionals. Such drives also help students to understand what the latest trends in the professions are and what industries expect from upcoming professionals. To align with the emerging trends of skill-based hiring, the focus was also given on building infrastructure such as a language lab that fosters skill development and provides flexibility to students in choosing varied avenues and pathways which helped to decline the skill gaps among the students.

The Institute designed and revised its curriculum and credit

structure compulsorily for all students to take at least one vocational course every year so that they can complete three vocational courses before graduating. Different modules were designed and approved in BOS and Academic Council meetings to offer vocational education online and offline mode to cater to the learners' needs. Skill based courses are planned to be offered to students through online and/or distance mode. Efforts are made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. Undergraduate programmes offered have integrated vocational education to facilitate its assimilation into mainstream education. Vocational courses in the area of Management, Digital marketing, Science, Taxation, Tally and export import are conducted for undergraduate students. Thus the institution has well defined mechanisms to ensure skill based education is interweaved with the regular curriculum.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

"Education is for improving the lives of others and for leaving your community and world better than you found it". This notable saying encapsulates, in spirit and letter, the essence of teaching and learning at St Aloysius' College, Jabalpur, which enjoys a NAAC score of 3.68/4.00 CGPA. The fundamental pillars on which our pedagogy rests are an evolved education system, the NEP 2020 and enhanced use of technology. Assimilation and holistic development of minds form the cornerstone of teaching as practiced in this college. There is a concerted endeavour to blaze a trail which establishes a link between scriptural-historical knowledge and contemporary learning. The New Education Policy (2020), the basics of education were revisited. The policy tries to form a passage which creates synergy between knowledge from the past blending with contemporary issues.

Consistent with the above, in St Aloysius College there is emphasis on our civilizational ethos, cultural moorings, indigenous values, morality and identity as tools to develop enhanced cognitive and creative faculties of students. Our syllabi in various disciplines of Humanities have been structured in conformity with this underlying philosophy, aligning their pedagogy with this new approach.

We focus on making the learning of languages more experimental. Cultural awareness and expression in Indian languages are some of the major competencies considered important to develop in

students to establish in them a sense of identity. The institution sends students to places of literary importance to live the essence of the texts they read. Through inculcation of indigenous values and ethos, and a strong sense of India's cultural richness and the multiplicity of the languages, the students forge a strong cultural identity. All the streams have compulsory portions of their syllabi, as Foundation Course, that ensures that the students understand and inculcate the virtues of the Indian languages and culture.

The department of History has its major paper devoted to Indian history, which is taught to the students throughout their graduation. They understand the development of culture and the faces of the languages as we know them today. The students' understanding of several "How" and "Why" about their present scenario of the culture is honed. The department of Political Science also has dedicated complete papers to Indian Political Thought and Indian Government and Politics for their post graduate course and others like Indian Political Thinkers for their undergraduate course. These papers are taught bilingually with equal weightage given to students from Hindi medium background.

The department of Hindi is wholeheartedly devoted to teach, promote and encourage the students to be proficient in Hindi language and literature. Well-designed certificate courses amalgamate technology with Hindi where they teach mass communication through different modes - digital and physical.

The department of English has one complete paper, Indian Writings in English, which offers the knowledge of the Indian authors, poets and playwrights to the students with theories like the Rasa Theory, which are directly rooted in the Indian ethos.

The department of Education of the college teaches the history of the Indian education system, the entirety of how our culture evolved and transformed with the changes brought about within our education system. The department also organises a Certificate course in Music which teaches the intricacies of the Indian music and Indian instruments.

Certain other facets which find additional emphasis in pursuance of this policy are our own focus on certification courses, digital teaching, hands-on experience, cultural activities and exchange programmes with reputed foreign universities.

The courses being run by the different departments encourage the students to access the resources online to expand their horizon of knowledge. Webinars and guest lectures are conducted online for students to gain substantial perspective on the theories. The institution ensures that it promotes the Indian languages and cultures through its various departments, theoretically, practically and digitally. Also, presently the college is working on procuring Global Education Partners with 3 countries which will be conducted online to exchange the virtues of our culture and languages. Also, the college has been successfully running a Global Understanding Project with East Carolina University online since 2011 which works on the foreign students to learn about the culture of India through the traditions and practices followed within India.

The college also runs Foundation Course on Yoga which is mandatory for all students. This familiarises the students with the benefits, spiritual, physical, emotional and psychological, of Yoga theoretically and practically.

Since the moment is ripe for the decolonisation of the Indian languages and culture, as the key educators of Jabalpur, we take the onus upon ourselves to integrate Indian Knowledge Systems in both synchronous and asynchronous modes of teaching learning. As stated at the outset, the combined aim and thrust of this concept is to reconnect the younger generation to their roots, dig deep into our wisdom fonts of yore and adapt relevant aspects to the times we live in. We fully expect this blend of learning, culture, morality, ethics and modern technology-based pedagogy in to bring about a revolutionary qualitative transformation in our students, so that they make not only their alma mater, but their nation proud.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

1. The institution vision, mission, objectives and means clearly define outcome based education. Course Outcomes are framed for all courses for all the programs before the commencement of the academic year. The Course Outcomes (COs) are drafted by the respective members of the department and approved by the Board of Studies. Further, these course outcomes are approved by Academic Council and Governing Body. The course outcomes are based on Blooms' Taxonomy defined with its cognitive levels.

- Outcomes are Communicated to students: The POs, PSOs, and

COs are displayed on the college website. Hard Copy of syllabi with Learning Outcomes is available in the departments for ready reference to the teachers and students. At the beginning of the academic session, the departmental meetings are conducted where the objectives and outcomes regarding the theory and practical aspects of the prevailing programs are discussed. Students are made fully attentive about the objectives, learning outcomes, and job prospects at the commencement of the session by their respective subject teachers.

- **Implementation of outcomes:** The learning outcomes of each course are clearly defined, observable, focus on skills, significant and aspirational and they fit the scope of the learning activity and are limited in number. The OBE primarily focuses on learning. For effective classroom teaching some methods used are Seminars ,Assignments, Problems solving sessions ,Projects, Internship, Encourage group learning- through Role plays, group discussions support group learning, Peer tutoring, Use of ICT to display photos, audio clips and videos and local field trips. Cooperative and cohesive learning is done by Solving mathematical puzzles, conducting scientific experiments and acting out short drama , quiz etc
- **Feedback:** Feedback is taken from the stakeholders. They are also discussed during the coverage of the course and on the completion of each unit. The learning outcomes are reiterated time and again.
- **Assesment:** After evaluation of students in the internal examination and final exam, course learning outcome (CO), and program outcomes (PO) are calculated. The co-po mapping is done

STEP1: Specify and obtain the course outcomes

STEP2: Mapping COs with POs

STEP3: Setting an appropriate weightage for the CO assessment

STEP4: Measuring the COs through assessments given to students

STEP5: COs and POs attainment calculation

## **20.Distance education/online education:**

For the past decades, St. Aloysius College (SAC) has been acknowledged as the premier academic service provider for its

ability to assist students in achieving both their academic objectives and a holistic development in a manner that is both economical and effective. During the COVID-19 pandemic, in order to sustain and maintain the continuity of teaching and learning, the college was quick to replace face-to-face lectures with online learning. Additionally, in order to remain relevant, the institute reinvented the learning environments with digital expansion so that every student and teacher felt as comfortable using it as they would if they were in a classroom. The pandemic made us realize that the physical boundaries of a classroom are not a barrier for learning, and that an online learning platform will offer the learners control over the content, control over the time spent learning, and thus the process can be adapted according to the learner needs and the objectives of learning, enhancing the learning process of the students.

Keeping this in mind, the value-added center of the institution scrambled to transition of courses to remote learning either completely and few in hybrid mode. The institution provided conducive environment for online learning with instructional resources; onsite servers; G Suite for Education because of its intuitive interface and robust back-end administrative capabilities; cloud space for video lectures; regular updates to the faculty with new- tech tools.

In 2020, SAC became a Swayam Local Chapter, making it easier for students to sign up for Swayam-NEPTEL courses and get academic credit. Every year around 100 students are takers of these courses.

During the academic years 2020-21 and 2021-22, SAC served as the host institution for a virtual 2-credit international student-faculty exchange programme. Participants came from 16 different universities located in 4 different nations.

Since 2018, SAC has been a registered center for the O Level Software course through NIELIT, New Delhi, and it is currently in the process of further processing for the modalities of partnership with NIELIT Virtual Academy (NVA).

Since the year 2010, SAC, in conjunction with East Carolina University, has been taking part in a curriculum designed to promote global understanding. The students engage in cross-cultural exchange with four distinct nations on a yearly basis, working together on a variety of issues.

The long-term goal of SAC is to establish a network of collaborating institutions / university (MoU) as a Global Education partner in a global understanding programme on culture exchange, including language and culture; politics; environment; education; economy; and business.

St. Aloysius College has tried to offer ubiquitous access to online with interactive modes of learning by fading up the physical borders of classroom, which has contributed to the cross-training of students both on and off campus.

The College has specific plans for future development in different areas based on the feedback from stakeholders and suggestions from the IQAC in order to accomplish the institution's goals.

## Extended Profile

### 1. Programme

1.1

9

Number of programmes offered during the year:

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

### 2. Student

2.1

5592

Total number of students during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional data in Prescribed format | <a href="#">View File</a> |

2.2

1895

Number of outgoing / final year students during the year:

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

2.3

5562

Number of students who appeared for the examinations

|  |                           |  |
|--|---------------------------|--|
| conducted by the institution during the year:  |                           |  |
| <b>File Description</b>  | <b>Documents</b>          |  |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |  |
| <b>3.Academic</b>  |                           |  |
| 3.1  | <b>43</b>                 |  |
| Number of courses in all programmes during the year:   |                           |  |
| <b>File Description</b>  | <b>Documents</b>          |  |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |  |
| 3.2  | <b>113</b>                |  |
| Number of full-time teachers during the year:  |                           |  |
| <b>File Description</b>  | <b>Documents</b>          |  |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |  |
| 3.3  | <b>113</b>                |  |
| Number of sanctioned posts for the year:   |                           |  |
| <b>4.Institution</b>   |                           |  |
| 4.1  | <b>0</b>                  |  |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: |                           |  |
| 4.2  | <b>34</b>                 |  |
| Total number of Classrooms and Seminar halls   |                           |  |
| 4.3  | <b>434</b>                |  |
| Total number of computers on campus for academic purposes                                      |                           |  |
| 4.4  | <b>54109613</b>           |  |
| Total expenditure, excluding salary, during the year (INR in Lakhs):                           |                           |  |
| <b>Part B</b>  |                           |  |



**CURRICULAR ASPECTS****1.1 - Curriculum Design and Development**

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The institution ensures that its curriculum satisfies global requirements by offering need-based, skill-based, and innovative programs. In accordance with the National Education Policy, curricular approaches aim to foster in students a deep-rooted pride in being Indian in thought, spirit, intellect, and deed. All programs have Program Outcomes, Program Specific Outcomes, and Course Outcomes. They are communicated via a separate tab on the college website and in Program syllabi. BA Program outcomes include the Idea of Bharat in History and Education and Slum Improvement in Political Science. Regional and local demands are fulfilled through studying local and regional writers and accents (Bundeli, Rajbhasha). PSOs and COs of B.Sc. programs include surveying and identifying local tree foliage, purifying and testing water in chemistry, and studying Madhya Pradesh's national parks, sanctuaries, endangered and threatened species, and vegetation types in Zoology and Botany. Students learn about local and regional needs. The B.Com. course results include Tax systems, Economic Policies, and International organizations. All departments promote scholastic abilities with a global concentration. Information adds other contributions.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload additional information, if any | <a href="#">View File</a>   |
| Link for additional information       | <a href="https://assessmentonline.naac.gov.in/storage/app/public/aqar/22107/22107_192_461.pdf">https://assessmentonline.naac.gov.in/storage/app/public/aqar/22107/22107_192_461.pdf</a> |

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

9

| File Description                                 | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View File</a> |
| Details of syllabus revision during the year     | <a href="#">View File</a> |
| Any additional information                       | <a href="#">View File</a> |

### 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

08

| File Description  | Documents                 |
|---|---------------------------|
| Curriculum / Syllabus of such courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | <a href="#">View File</a> |
| MoUs with relevant organizations for these courses, if any                                  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

08

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings       | <a href="#">View File</a> |
| Any additional information                              | <a href="#">View File</a> |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

51

| File Description                                     | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings    | <a href="#">View File</a> |
| Any additional information                           | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template) | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

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

St. Aloysius College integrates gender, environmental and sustainability issues, human values, professional ethics, and human values-based approaches into the curriculum thereby contributing to the holistic growth of students. These cross-cutting issues connect disciplinary content, enrich the curriculum, and facilitate collaborative learning and interdisciplinary thinking. Cross-cutting issues when integrated with the curriculum promote core and transferable skills that are valuable for students for success in their education, career, and life. The cross-cutting issues in the curriculum are implemented by conducting a variety of activities throughout the year to support this effort. Curriculum content that is taught across different subjects incorporating cross-cutting issues include education about human rights, gender issues, environmental consciousness, and sustainable development are a few examples. Women's rights, community empowerment, sustainability, equity & inclusion, and social accountability are among other important cross-cutting issues. This helps to create a sense of ownership among the student community, contributing towards making them conscious citizens.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

35

| File Description   | Documents                 |
|--|---------------------------|
| List of value-added courses                                    | <a href="#">View File</a> |
| Brochure or any other document relating to value-added courses | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

3025

| File Description           | Documents                 |
|----------------------------|---------------------------|
| List of students enrolled  | <a href="#">View File</a> |
| Any additional information | <a href="#">View File</a> |

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

744

| File Description  | Documents                 |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

**1.4 - Feedback System**

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

A. All 4 of the above

| File Description  | Documents   |
|---|---|
| Provide the URL for stakeholders' feedback report   | <a href="https://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/12/Stakeholders-Feedback-Report.pdf">https://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/12/Stakeholders-Feedback-Report.pdf</a> |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | <a href="#">View File</a>   |
| Any additional information  | <a href="#">View File</a>   |

#### 1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

| File Description                              | Documents   |
|---|---|
| Provide URL for stakeholders' feedback report | <a href="https://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/12/Stakeholders-Feedback-Report.pdf">https://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/12/Stakeholders-Feedback-Report.pdf</a> |
| Any additional information                    | <a href="#">View File</a>   |

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

1928

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

##### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

423

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution emphasizes outcome-based learning. Orientation, diagnostic exams, quizzes, debates, discussions, extempore, and objective examinations are used to determine pupils' learning levels. Slow and advanced learners benefit from the mentor-mentee arrangement. Mentors identify students' abilities and strengths and offer advice and support. Bridge classes are first. Slow learners, absentees, and athletes, take remedial classes to enhance their grades. To solve the language problem, spoken English classes are held. Hindi-medium students are trained in their weak areas to improve teaching-learning and test writing. Complex coursework, live projects, tutorials, and advanced practicals challenge advanced students. They also lead teaching-and-learning peer groups. Advanced learners get competitive exam-related lessons. At the Annual Prize Distribution Ceremony, the institution honors deserving students by distributing medals and scholarships and publicizing their photos in the press, on electronic media, in print periodicals, and on the college's website. Advanced learners are celebrated and recognized through student project awards and paper presentations. Advanced learners are encouraged to enroll in MOOC Courses – Swayam courses.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://docs.google.com/document/d/1W5gxKZSnv5SRul0vRkCcmqVOZZRlOcgA/edit?usp=share_link&amp;oid=107860628930365715371&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1W5gxKZSnv5SRul0vRkCcmqVOZZRlOcgA/edit?usp=share_link&amp;oid=107860628930365715371&amp;rtpof=true&amp;sd=true</a> |

### 2.2.2 - Student – Teacher (full-time) ratio

| Year       | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 12/04/2022 | 5562               | 113                |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |

### 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The departments run unique initiatives to foster students' creativity, problem-solving skills, and interactive learning. Problem-solving, replying to questions, producing their own questions, discussing, clarifying, debating, or brainstorming in class make learning more "student-centric." Each department provides add-on certificate courses for experiential learning. The departments use project work, contests, field trips, industrial visits, and guest lectures to boost students' creative and cognitive abilities. Beyond-syllabus, practical, and projects are innovative. Internships, hands-on training, and workshops motivate students. Project work, seminars, case studies, and mind mapping are participatory learning activities. Peer teaching, tutorials, group discussion, model making, exhibiting, academic competitions, interactive lectures by eminent resource persons, brainstorming, role play, documentary and short filmmaking, field surveys and fieldwork, cooperative learning and academic debates, quizzes, magazine and newsletter designing, debates, and other competitions are group activities. Problem-solving method: Departments promote students' problem-solving skills. The department organizes case studies, analysis and reasoning, discussion, tests, and research. Academic clubs of the departments organized debugging, static and dynamic model construction, subject-oriented rangoli, slogan writing, etc.

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| Link for additional Information   | <a href="https://docs.google.com/document/d/1-SYVjp-NJ6xp7zXcox95VefPPAED8F3Z/edit?usp=share_link&amp;oid=107860628930365715371&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1-SYVjp-NJ6xp7zXcox95VefPPAED8F3Z/edit?usp=share_link&amp;oid=107860628930365715371&amp;rtpof=true&amp;sd=true</a> |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The college has Wi-Fi access available for internet connectivity. The institute makes significant efforts to create an e-learning environment in the classroom. DLP and laptops are available in every classroom. Polycom has been used to put up virtual labs and classroom environments, and guest lectures have been planned to bring in knowledge from around the world. Utilizing INFLIBNET, DelNet, and NDLI has enhanced learning by accessing online learning materials. College enables access to SAC-Digital Library both LAN-based and Web-based. The students access E-notes, E-books, question banks, PowerPoint presentations lecture notes, etc. to supplement Learning Management System through. The lectures recorded by the faculty members uploaded in the cloud are made available to students through their login ID. Open educational resources like YouTube, slide share, documentary films, etc., facilitate Web-based Learning. Software like ETNL, MATLAB, SPSS, Mathematica, R, Atomic Absorption Spectrophotometer, LATEX, IMAGE analysis, PIBWIN, Oracle 10g professionals, etc., are used to facilitate active participatory learning and understanding. Apart from classroom lecture and interaction methods, various ICT-aided teaching and learning approaches like interactive E-podium, document camera, digital writing pad, etc., are practiced.

| File Description   | Documents   |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="https://staloysiuscollege.ac.in/en-in/ict-tool/">https://staloysiuscollege.ac.in/en-in/ict-tool/</a> |
| Upload any additional information  | <a href="#">View File</a>   |

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

#### 2.3.3.1 - Number of mentors

113

| File Description  | Documents                 |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | <a href="#">View File</a> |
| Circulars with regard to assigning mentors to mentees                       | <a href="#">View File</a> |



**2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution**

**Academic Calendar:** The college creates a two-tiered plan for the new session before the start of the new academic year. First, the various departments create their departmental calendars. The academic calendar is planned and created by the principal in collaboration with the department heads and the staff council secretary. The college diary committee compiles the primary departmental activities, the college's co-curricular and academic activities, the dates of re-opening, the start of exams, and other significant events before printing the college diary. It is also displayed on the college website. The academic calendar is strictly adhered to. However, in case of any unforeseen situation, necessary changes are made by the authorities, and the same is displayed on notice boards and websites.

**Teaching Plan:** The teaching plan is envisioned at three levels: at the college level, the master timetable is formulated; at the departmental level, the course-wise timetable is formulated; and finally, at the individual faculty level, there is a subject- and unit-wise teaching plan. Teaching plans are uploaded teacher-wise in the departmental management system of the college. The HODs keep track of how well the lesson plan is being followed, and timely and efficient completion of the course with the required amount of practical and theoretical inputs within the allotted time are ensured. If there are any deviations, they discuss them with the relevant faculty member, and special classes are scheduled.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | <a href="#">View File</a> |

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full-time teachers against sanctioned posts during the year**

113

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

#### **2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year**

**75**

| File Description  | Documents                 |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

#### **2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)**

**11**

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### **2.5 - Evaluation Process and Reforms**

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

**06**

| File Description   | Documents                 |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

| File Description  | Documents                 |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

### 2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Examination procedures NEP 2020 was implemented in the Year 2021-2022. UNDERGRADUATE PROGRAM (Annual Examination System) according to Ordinance 14 B. Processes/Procedures integrating IT The college uses its ERP 2.1.7.29 (which is hosted in an in-house data center) Examination Management System (EMS) module to process all Exam-related activities. New in-house software has been developed for the Yearly Examination Scheme's pre- and post-examination processes (NEP). The candidate List button has been added to the Marksheet generating module. Enable/Disable button added to freeze scheme results. New SMS and email themes are available. As a security measure, new IPs were added to the Result SMS gateway's Whitelist pool. The Foundation Course OMR Exam has a new layout (using OMRv22). The OMR software export to Excel option generates Marks files for the Yearly Examination Scheme of NEP. New ISP updated Exam module and ERP IPs. BBA adds electives and an "Optional Paper" option. All results and SMS are updated on the DLT webpage. Internal Continuous Assessment Online and offline assessments were undertaken. Each department used online CIAs. Evaluations included online and offline tests, seminars, presentations, viva-voce, quizzes, and assignments. The EMS software uploads CIA marks to the database.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://drive.google.com/file/d/1NRwpF8BNkLQWIMCr_0sPCFgswlUUOUkU/view?usp=sharing">https://drive.google.com/file/d/1NRwpF8BNkLQWIMCr_0sPCFgswlUUOUkU/view?usp=sharing</a> |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The Course Outcomes (COs) are constructed by the respective Department and approved by the Board of Studies before the commencement of the academic year. Further, these course outcomes are approved by Academic Council and Governing Body. The course outcomes are based on Bloom's Taxonomy i.e. every course outcome is defined for its cognitive levels.

### Mechanism of Communication

The POs, PSOs, and COs are available on the college website. Hard copies of syllabi with Learning Outcomes are there in the departments for ready reference to the teachers and students. At the beginning of the academic session, departmental meetings are conducted where the objectives and outcomes regarding the theory and practical aspects of the prevailing programs are discussed. Students are made fully attentive to the objectives, learning, and job prospects at the commencement of the classes by the respective subject teachers. In addition, with the communication of course outcomes, feedback is also taken from the stakeholders. They are also discussed during the coverage of the course and on the completion of each unit. The learning outcomes are reiterated time and again.

| File Description   | Documents   |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | <a href="#">View File</a>   |
| Upload any additional information                        | <a href="#">View File</a>   |
| Link for additional Information                          | <a href="https://drive.google.com/file/d/101FNYYh9-e0ORhxVzfLYVSmpRZJIU4WT/view?usp=sharing">https://drive.google.com/file/d/101FNYYh9-e0ORhxVzfLYVSmpRZJIU4WT/view?usp=sharing</a> |

## 2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Each course's learning outcomes are explicitly stated, visible, skill-focused, significant, aspirational, and limited in number. Course learning outcomes (CO), program-specific outcomes (PSO), and program outcomes (PO) are calculated after the internal and final exams. CO 1 synthesis.

1. Every subject has course outcomes. CO maps IE questions.
2. Students' total marks are 0.5 internal and 0.5 final.
3. Find each student's percentage.
4. Students are divided into levels 1, 2, and 3.
5. If the student's percentage is over 65%, they reach level 3. If the proportion is between 50% and 65%, the student's attainment level is 2. If the proportion is between 33% and 50%, the student has achieved level 1.
6. Percentage of student Attainment level of the student; >65% - 3, 50%-65% - 2, 33-50% - 1
7. CO's achievement level is the sum of student attainment levels divided by student count.

ACO = ( ? student attainment) / number of students PSO calculation

1) Each PSO has all COs. 2) Each CO has a 3-2-1-0 weight. 3) Taking  $w_i$  as the weight of the  $i$ th CO and  $ACO_i$  as its attainment level gives the PSO's achievement level.  $PSO = \frac{\sum (w_i ACO_i)}{\sum w_i}$  PO valuation procedures 1) Each PO has all COs. 2) Each CO has a 3-2-1-0-0 weight. 3) The weighted average of the COs produces the PO's attainment level; using  $w_i$  as the  $i$ th CO's weight and  $ACO_i$  as its attainment level,

$PO = \frac{\sum (w_i ACO_i)}{\sum w_i}$  Similarly, all the values of PO, PSO and CO for each subject are calculated.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://drive.google.com/file/d/1ploZmxMNV8_M0IFUFohxKipOMV1PN93V/view?usp=sharing">https://drive.google.com/file/d/1ploZmxMNV8_M0IFUFohxKipOMV1PN93V/view?usp=sharing</a> |

## 2.6.3 - Pass Percentage of students

## 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1836

| File Description  | Documents   |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <a href="#">View File</a>   |
| Upload any additional information   | <a href="#">View File</a>   |
| Paste link for the annual report  | <a href="https://drive.google.com/file/d/15RCVDh4HJUQMwbvYqnHgR5ArJG8enClS/view?usp=sharing">https://drive.google.com/file/d/15RCVDh4HJUQMwbvYqnHgR5ArJG8enClS/view?usp=sharing</a> |

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink**

<http://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/12/Feedback-Analyser.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

A Central Instrumentation Lab of the college, the research instruments have facilitated growth in scientific temper, attitude, and interdisciplinary research. The college regularly invests substantially in the maintenance and improvement of labs. The labs were upgraded with equipment like Digital Biological Microscope with LCD, Orbital Shaker, Vertical/Horizontal Gel Electrophoresis, Microscope with LCD, Gel Documentation, Spectrophotometer, Biosafety Cabinet, Faraday effect setup with Laser SK-58, Phase Contrast Microscope, Rotary Vacuum Evaporators, Thermocycler PCR (Gradient) for experimental facilities on a regular basis, based on the research needs.

The college has a well-defined research policy and aims to create and support a research culture among its teachers and students. The faculty members involved in research projects and publications are encouraged with the Best Research Project and Best Publication Award. Staff members have received funding for attending and presenting research papers at conferences. The Research Committee sanctioned seed money for the promotion of research. The committee

encourages the faculties to apply for research projects. It helps the faculty members update themselves with the latest skills through training programs. One patent has been filed, and another is being reviewed. The college has collaborative linkages and MOUs with other educational and research institutions.

| File Description   | Documents   |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View File</a>   |
| Provide URL of policy document on promotion of research uploaded on the website  | <a href="https://staloyuscollege.ac.in/en-in/research-development-centre/#16032Core_Committe_Members">https://staloyuscollege.ac.in/en-in/research-development-centre/#16032Core_Committe_Members</a> |
| Any additional information   | <a href="#">View File</a>   |

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

277991

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money                                      | <a href="#">View File</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View File</a> |
| List of teachers receiving grant and details of grant received  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

#### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

04

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the award letters of the teachers                     | <a href="#">View File</a> |
| List of teachers and details of their international fellowship(s) | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 3.2 - Resource Mobilization for Research

#### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

300000

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

#### 3.2.2 - Number of teachers having research projects during the year

3

| File Description                          | Documents   |
|---|---|
| Upload any additional information         | <a href="#">View File</a>   |
| Paste link for additional Information     | <a href="https://drive.google.com/file/d/1EblAGvuFs_xQ1o8K2NWfdTWCGjYBh1Jpf/view?usp=sharing">https://drive.google.com/file/d/1EblAGvuFs_xQ1o8K2NWfdTWCGjYBh1Jpf/view?usp=sharing</a> |
| List of research projects during the year | <a href="#">View File</a>   |

#### 3.2.3 - Number of teachers recognised as research guides

18



| File Description  | Documents                 |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | <a href="#">View File</a> |
| Institutional data in Prescribed format   | <a href="#">View File</a> |

### 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

3

| File Description                          | Documents   |
|---|---|
| Supporting document from Funding Agencies | <a href="#">View File</a>   |
| Paste link to funding agencies' website   | <a href="https://drive.google.com/file/d/16KwoiyllXfuendTyf8mqZ4PzWUikgGi2/view?usp=sharing">https://drive.google.com/file/d/16KwoiyllXfuendTyf8mqZ4PzWUikgGi2/view?usp=sharing</a> |
| Any additional information                | <a href="#">View File</a>   |

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The institution has initiated many measures to promote research activities and has created an ecosystem for innovation through centers like incubation and other promotional cells/committees. The college provides a conducive atmosphere, infrastructure, and resources for the enhancement of innovations and incubations. Students are encouraged to learn skill development by participating in various certificate courses organized by various departments of the college and the DIC (Bio Design Innovation Centre), which was established with funding from the Ministry of Human Resource Development in New Delhi. IIC is an initiative of the Ministry of Education, New Delhi, established to enhance the culture of innovation in higher education institutes in India. Students are inspired to think of innovative ideas as per their interests and also for the development of innovative prototypes. The developed products and prototypes have been authenticated by running them under experimentation under the guidance of DIC and the research and development center (R&D) at SAC. It was recommended for incubation by the Incubation Center (IC), the

Small Business Administration (SBA), and the Entrepreneurship Development Cell after receiving satisfactory data. By providing guidance, services, and consultancy in current technological developments, the center encourages students to incubate their start-ups on campus. MHRD Innovation and IPR Cell foster novelty in research and promote intellectual integrity. A developed and authenticated product is then exposed to finance agencies. The College has signed MOUs with academic institutions and research organizations like JNKVV and JIC, Jabalpur.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1OPk0jqpUU_9Kwi4nCpZaPzyEP6FTwV0N/view">https://drive.google.com/file/d/1OPk0jqpUU_9Kwi4nCpZaPzyEP6FTwV0N/view</a> |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

12

| File Description                                     | Documents                 |
|--|---------------------------|
| Report of the events                                 | <a href="#">View File</a> |
| List of workshops/seminars conducted during the year | <a href="#">View File</a> |
| Any additional information                           | <a href="#">View File</a> |

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

**B. Any 3 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

2

| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://staloyuscollege.ac.in/en-in/research-development-centre/">https://staloyuscollege.ac.in/en-in/research-development-centre/</a> |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | <a href="#">View File</a>   |
| Any additional information   | <a href="#">View File</a>   |

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

37

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

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

54

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1QsM_KfZ9Qh3sH_V_kZL1RRvaQkiZUQzZ/view">https://drive.google.com/file/d/1QsM_KfZ9Qh3sH_V_kZL1RRvaQkiZUQzZ/view</a> |

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

10

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | <a href="#">View File</a> |
| Bibliometrics of the publications during the year | <a href="#">View File</a> |

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

#### 3.4.6.1 - h-index of Scopus during the year

2

| File Description   | Documents                 |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.5 - Consultancy

#### 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

198975

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | <a href="#">View File</a> |
| List of consultants and revenue generated by them  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

**36540**

| File Description  | Documents                 |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | <a href="#">View File</a> |
| List of training programmes, teachers and staff trained for undertaking consultancy   | <a href="#">View File</a> |
| List of facilities and staff available for undertaking consultancy  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The college promotes the participation of students and faculty in extension activities, including NCC, NSS, and various academic and nonacademic clubs and societies. The college also established the Institutional Social Responsibility (ISR) program to provide social awareness, cultivate humanity, and impart knowledge and skills to our students. Various activities like tree planting, yoga, AIDS awareness, earth day, defense training for girls, Kargil Diwas, Swachhta Abhiyan, Zero Tolerance Day, and Social Justice Day were conducted.

These programs sensitize the student volunteers about social

concerns, and their participation in the extension helps them develop critical thinking skills and time management skills. Working outside the campus with diverse social groups of people allows them to become more confident, and they learn management skills, communication, leadership, and teamwork, which enable them to become good leaders and well-mannered citizens. The students are made aware of health issues and are trained to lead a healthy life, have a sense of responsibility towards the environment, inculcate empathy and social consciousness, promote cleanliness in all aspects of life, enhance knowledge and technical skills, ignite social concern and civic responsibility, create a clean, green environment, and combat gender injustice.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1LYnW-BoEqYE37-OomGt3VhUwJTuyeH-Y/view?usp=sharing">https://drive.google.com/file/d/1LYnW-BoEqYE37-OomGt3VhUwJTuyeH-Y/view?usp=sharing</a> |

### **3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year**

14

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

### **3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)**

36

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Reports of the events organized | <a href="#">View File</a> |
| Any additional information      | <a href="#">View File</a> |

| <b>3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year</b>  |                           |
|--|---------------------------|
| 1534   |                           |
| File Description   | Documents                 |
| Reports of the events  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>3.7 - Collaboration</b>   |                           |
| <b>3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work</b>  |                           |
| 44   |                           |
| File Description   | Documents                 |
| Copies of documents highlighting collaboration   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)</b> |                           |
| 36   |                           |
| File Description   | Documents                 |
| e-copies of the MoUs with institution/ industry/ corporate house   | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>INFRASTRUCTURE AND LEARNING RESOURCES</b>   |                           |
| <b>4.1 - Physical Facilities</b>   |                           |
| 4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.  |                           |
| St. Aloysius College makes every effort to ensure adequate physical infrastructural facilities. To promote a teaching-   |                           |

learning environment, classrooms with DLP, well-equipped laboratories, and the Central Instrumentation Centre, provide a platform for inclusive education. In addition, there are a conference room, language lab, computing facilities, library, departmental rooms, a fitness center for men and women and comfort rooms for staff and students. After the corona pandemic, the college upgraded the infrastructure for the smooth running of blended learning. Now, the college has 33 classrooms that are transformed into tech-enabled rooms with video conferencing support and the college has good-configuration laptops with high-resolution webcams. Pen- tablets were also incorporated into the system. The college has G-Suit with an annual subscription. The college has upgraded the hosting of web site Content Management system. To boost the blended learning system the college has an internet leased line 1:1 with an increased bandwidth of 75 Mbps. Equipment like spin coating unit, FTIR spectroscopy, X-ray diffractometer, deep freezer (-200 C), BOD, COD, Thermocycler, Gel Documentation and Carbon dioxide incubators, Biochemical analyzer, Cooling centrifuge, UV spectrophotometer (single and double-beam), AFM, Flame photometer, Fluid cell imaging station, Lead and Fluoride selective electrodes, e-podiums and software like Informatica, MATLAB, ScopeImage, Motic and others continue to promote an effective teaching-learning environment with research.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1OU39-7RZryK2G-AnkpZ825PJWRLKMcpf/view?usp=share_link">https://drive.google.com/file/d/1OU39-7RZryK2G-AnkpZ825PJWRLKMcpf/view?usp=share_link</a> |

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

The college is equipped with indoor game facilities for chess, badminton, and table tennis. The chess and table tennis are held in the women's fitness center(980 sqft.), established in 2011. The men's fitness center (616 Sqft.) was established in 1993. The badminton court with dimensions 13.41x6.1 sq. meters was established in 1951. The institution also provides for outdoor games like volleyball (18x9 sq. meters, 1951), basketball (28x15 sq. meters, 1951). Since 1951, 4.29 acres of ground is used for cricket, handball (40x20 sq meters), athletics (400-meter track), football (110x74 sq. meters), kabaddi men (13x10 sq. meters),



kabaddi women (12x8 sq. meters). The outdoor games facilities are shared by the college and the sister concern bodies, belonging to the same management.

To promote cultural events, seminars, conferences, workshops, and yoga/Zumba/martial art, there is a multi-purpose auditorium 'Prerna' (3230.03 Sqft., 1997), equipped with a sound system, lighting, and DLP. When there is a need, the conference room and the school open auditorium (same management) are utilized for cultural and co-curricular activities. The institution funds intercollegiate sports and cultural events and provides trainers, cultural dresses, sports kits, and track suits to students for all tournaments/ cultural events. 1309 students have participated in sports which is 22% of the strength.

| File Description                      | Documents   |
|---------------------------------------|---|
| Geotagged pictures                    | <a href="#">View File</a>   |
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1g7Ivg40ow6jn9iEI7AlKNB88CUjaVlvi/view?usp=share_link">https://drive.google.com/file/d/1g7Ivg40ow6jn9iEI7AlKNB88CUjaVlvi/view?usp=share_link</a> |

#### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

34

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

#### 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

54109613

| File Description   | Documents                 |
|--|---------------------------|
| Upload audited utilization statements                      | <a href="#">View File</a> |
| Details of Expenditure, excluding salary, during the years | <a href="#">View File</a> |
| Any additional information                                 | <a href="#">View File</a> |

## 4.2 - Library as a Learning Resource

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

The College Library is fully automated & follows the open access system, it uses the LMIS (Library Management and Information System), eCAS Version: 2.1.5.24. It has the following features:

1. Database: The information belonging to the library, such as catalog records, patron information, etc., are stored, and can be accessed through the database.
2. Cataloguing: The four modules of the Catalog Section are: Search Panel, Library Titles, Media Catalog, and Reports. 7,91,226
3. Circulation Module: It helps to check items in and out, keep track of books, and notify patrons when items are due or overdue.
4. Online Public Access Catalog (OPAC): eCAS has web-based OPACs that allow patrons to interface with the library. The OPAC acts as a search tool and enables patrons to manage their library accounts, track their circulation history, and make reviews and suggestions for new arrivals.
5. Staff Interface: eCAS has a separate login page for staff that can be accessed via a web browser through a local network to keep a check on the details and to check the availability of books in the library.
6. Reports: The Report section has been divided into nine categories, i.e., Catalogue Accession, Catalogue Journal, Catalogue Labels, Catalogue Title, Circulation Due, Circulation Issue, Circulation Reserve, Circulation Return, and Circulation Slip.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1hsf9TPwCYtFQ2KG6Bb3y7RLGEm0y68IH/view?usp=share_link">https://drive.google.com/file/d/1hsf9TPwCYtFQ2KG6Bb3y7RLGEm0y68IH/view?usp=share_link</a> |

**4.2.2 - Institution has access to the following:  
e-journals e-ShodhSindhu Shodhganga  
Membership e-books Databases Remote  
access to e-resources**

**A. Any 4 or more of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**897728**

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

**366**

| File Description   | Documents                 |
|--|---------------------------|
| Upload details of library usage by teachers and students | <a href="#">View File</a> |
| Any additional information                               | <a href="#">View File</a> |

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The College has a detailed policy regarding IT and has been at the forefront of adopting technologies and providing IT-enabled services to its stakeholders. IT policy enables a framework for establishing and maintaining the IT infrastructure at the college campus. The College also takes Cyber security measures to safeguard the IT infrastructure, including but not limited to:

- Maintenance and upgrade of Servers, Switches, and routers
- Provision for regular and multiple Server Backups
- Provision for Firewall
- Round-the-clock CCTV monitoring of the Server room
- Website - Secure Hosting through the VPS
- Use of Secure Protocols (HTTPS) SSL Certificate installed
- Use of Institutional Email Address for all communication
- Installation of Hardware Firewall UTM (Unified Threat Management, Seqrite NGM-350) for enhancing the security of the servers and campus network
- The quick Heal Server edition of Antivirus,
- Wi-Fi networking over OFC backbone of ILL of 75 Mbps for faster and more efficient connectivity, etc.

Old and outdated computers are upgraded periodically. Additional computing facilities are added based on the needs arising out of the requirements of students, research scholars, and faculty. The College has appropriate budgetary provisions for expanding and updating IT facilities including WI-FI, internet, computers, etc.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/16Jntxayz6iXuZeELDzbb14gm0037dRvS/view?usp=share_link">https://drive.google.com/file/d/16Jntxayz6iXuZeELDzbb14gm0037dRvS/view?usp=share link</a> |

| 4.3.2 - Student - Computer ratio   |   |
|--|---|
| Number of Students   | Number of Computers   |
| 5592   | 434   |
| File Description   | Documents   |
| Upload any additional information  | <a href="#">View File</a>   |
| <b>4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus</b>  |   |
| A. 250 Mbps  |   |
| File Description   | Documents   |
| Details of bandwidth available in the Institution  | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| <b>4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing</b> |   |
| D. Any one of the above  |   |
| File Description   | Documents   |
| Upload any additional information  | <a href="#">View File</a>   |
| Paste link for additional information  | <a href="https://drive.google.com/file/d/1ahRdYKzflF9mTejeUDqVbu64s-f7CcNo/view?usp=share_link">https://drive.google.com/file/d/1ahRdYKzflF9mTejeUDqVbu64s-f7CcNo/view?usp=share_link</a> |
| List of facilities for e-content development (Data Template)   | <a href="#">View File</a>   |
| <b>4.4 - Maintenance of Campus Infrastructure</b>  |   |
| <b>4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)</b>   |   |
| 54109613   |   |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Audited statements of accounts    | <a href="#">View File</a> |
| Upload any additional information | <a href="#">View File</a> |

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

The Principal and the staff ascertain the optimal use of infrastructure. Optimal utilization of facilities is ensured by working in two shifts, a planned timetable for comprehensive use, and organizing various examinations, programs, seminars, and activities during holidays and vacations.

The Lab technicians of the laboratory keep a record of the maintenance accounts. An annual maintenance contract is signed for major equipment at the time of purchase.

The Sports officers are in charge of the proper utilization and maintenance of the sports infrastructure for outdoor and indoor game facilities.

The utilization and maintenance of library infrastructure are facilitated by the Library Committee headed by the Principal (Chairperson), Vice-Principal, Librarian, Assistant Librarian, and departmental faculty members. The committee facilitates the management of library services and makes it user-friendly.

The College has a comprehensive IT policy. The college has an in-house dedicated staff for managing the data and network and technicians to maintain the computers and accessories. An annual maintenance contract provides an online tech-support engineer to maintain the ERP system.

The Vice Principal supervises the maintenance of a clean campus and infrastructure. Besides periodic maintenance, preventive and breakdown maintenance is carried out for the effective utilization of infrastructure.

All departments maintain stock registers and stock verification is done annually.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1SYX06YgkxW5t8xfmh72dFUqbHHqzKuhj/view?usp=share_link">https://drive.google.com/file/d/1SYX06YgkxW5t8xfmh72dFUqbHHqzKuhj/view?usp=share_link</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1282

| File Description  | Documents                 |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

#### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

179

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

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**

A. All of the above

| File Description                              | Documents   |
|---|---|
| Link to Institutional website                 | <a href="https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/12/Capacity-and-Development.pdf">https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/12/Capacity-and-Development.pdf</a> |
| Details of capability development and schemes | <a href="#">View File</a>   |
| Any additional information                    | <a href="#">View File</a>   |

#### **5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

**2417**

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

**A. All of the above**



| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

269

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | <a href="#">View File</a> |

### 5.2.2 - Number of outgoing students progressing to higher education

639

| File Description                                  | Documents                 |
|---|---------------------------|
| Upload supporting data for students/alumni        | <a href="#">View File</a> |
| Details of students who went for higher education | <a href="#">View File</a> |
| Any additional information                        | <a href="#">View File</a> |

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

#### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

31

| File Description                           | Documents                 |
|--|---------------------------|
| Upload supporting data for students/alumni | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

22

| File Description                           | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

#### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The College has an active Student Council and dynamic representation of students in academic and administrative bodies/committees of the institution. The toppers of every class have been nominated to the Council. The meetings of the council are conducted periodically to get feedback and suggestions from the student representatives related to the student's problems. The academic and administrative bodies also have student representation to enhance their leadership skills. The details of the same are given below:

1. Magazine Committee: Student editors work under the faculty and bring out the college magazine and many other departmental magazines and newsletters.
2. Anti-ragging Committee: They actively participate in spreading awareness and maintaining a ragging-free environment.
3. Library Committee: The student representatives of the library committee provide suggestions on the functioning and requirement of library books.
4. Clubs & Societies: Student representatives of various clubs, societies, and forums plan, organize and manage various activities.
5. Placement Cell: The student representatives help to conduct placement and training activities.

6. IQAC: Student members of IQAC contribute to the quality assurance process in academic and other related areas.
7. Anti-Sexual Harassment Cell: The student representatives of Cell actively work to spread awareness and organize activities to prevent sexual harassment.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/109NODZO3iA4ZhGJrPAEX-2kM0lt-QwTT/view?usp=sharing">https://drive.google.com/file/d/109NODZO3iA4ZhGJrPAEX-2kM0lt-QwTT/view?usp=sharing</a> |

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

13

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| List of sports and cultural events / competitions organised per year | <a href="#">View File</a> |
| Upload any additional information                                    | <a href="#">View File</a> |

### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The St. Aloysius Alumni Association (SAAA) is a registered Association, working continuously to enhance the institution's core values and standards of excellence. Both financially and non-financially, the alma mater extends its kindness and support. The Alumni play a significant role in assisting the college, faculties, students, and the management of the college in all possible manners.

It helps us in bridging the industry-academia curricula gap as many of our alumni are running their industries and one of them is the president of the Jabalpur Chamber of Commerce and Industry. It also arranges motivational lectures as well as professional workshops in the field of their specialization and choice for the

benefit of the students. The alumnae help the students in training and placement. Book banks have been established by the SAAA in various departments supporting academic growth. They also guide students to develop entrepreneurial skills and help in setting up startups.

Our alumni also play a proactive role in the effective functioning of IQAC. Our alumnae have come forth to provide financial assistance as well. The alumnae have contributed to student welfare by way of scholarships, sponsored medals, and cash prizes. Alumnae are making significant contributions to scholarships for needy and meritorious students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://drive.google.com/file/d/1vSngVVCg0KkfYB_PJF4vovAYcijmGMon/view?usp=sharing">https://drive.google.com/file/d/1vSngVVCg0KkfYB_PJF4vovAYcijmGMon/view?usp=sharing</a> |

**5.4.2 - Alumni's financial contribution during the year**

B. 10 Lakhs - 15 Lakhs

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

"Strength through Hardship" is the college's motto, which pushes students to thrive in academics, character building, and holistic and scientific temperament development. This is done by

**Academic Excellence:** The faculty works relentlessly to teach students using classic and cutting-edge ICT methodologies.

**Character formation:** Faculty members take on a parental role in shaping students' character through regular lessons, value-based teaching, and being role models. **Holistic Development:** The institution focuses on students' social, emotional, physical, mental, and academic growth through a range of activities.

**Scientific Temperament Development:** Using teaching, learning, and

research-oriented discourse, students develop logical, rational, and scientific thinking, a scientific technique of decision-making, and a process of repeatedly observing and verifying.

The principal, institution head, and statutory bodies operate St. Aloysius College efficiently. The principal works closely with the college fraternities to promote decentralized, effective, and transparent administration by participating in various decision-making bodies.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://staloyuscollege.ac.in/en-in/about-st-aloyus/">https://staloyuscollege.ac.in/en-in/about-st-aloyus/</a> |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Participative Management enables the faculty to take an active part in the organization-wide decision-making process and for increasing productivity, efficiency, mutual trust, and understanding between management and faculty. It also provides a considerable level of job satisfaction, promotes sharing responsibilities, and facilitates teamwork, and dynamic human resource development.

The Internal Quality Assurance Cell:- The IQAC headed by the Principal and the IQAC Coordinator facilitates the smooth working of the college. It comprised Senior Administrative officers, Members of the college society, Nominees from local society, alumni, industrialists, criteria in-charges, and members of the working committee. The IQAC of the college is working efficiently and relentlessly to fulfill the objectives laid down by NAAC. It is responsible for setting quality benchmarks through efficient & timely work processes, creating parameters to reach academic as well as non-academic learning goals, creating a student-centric teaching-learning environment, enabling faculty to efficiently use ICT tools for innovation in education and research, monitoring the feedback of students, consulting all stakeholders for best practices, organizing various workshops and seminars for the knowledge upgradation, documenting all the activities in chronological order & keeping a tab on improvements, preparing 100% accurate reports for NAAC and preparing & submitting the AQAR

as per the guidelines of the NAAC. All these functions are done under the roadmaps and guidelines provided by the Principal and monitored at every step by the IQAC coordinator.

| File Description  | Documents   |
|---|---|
| Upload strategic plan and deployment documents on the website | <a href="#">View File</a>   |
| Upload any additional information                             | <a href="#">View File</a>   |
| Paste link for additional Information                         | <a href="https://drive.google.com/file/d/1MwbmtiNGRrBvLaZhPLrLeYvADygRp8vv/view?usp=sharing">https://drive.google.com/file/d/1MwbmtiNGRrBvLaZhPLrLeYvADygRp8vv/view?usp=sharing</a> |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Strategic planning helps in setting priorities, utilizing resources, boosting operations, and ensuring that all employees and stakeholders are working towards common objectives. The college has prepared a comprehensive strategic blueprint steering it towards academic excellence. The strategic plan of the college is devised and articulated based on the futuristic focus on the global higher education scenario.

To provide a robust platform for the expression of interest and cognitive thoughts, promote research, enhance knowledge and skills, and upgrade the knowledge as part of the strategic plan of the college Virtual Conferences and seminars were conducted during the session 2021-22. These activities are proposed by different faculty and conducted during the session to fulfill the aforementioned objectives.

- Department of Economics- " Educational Policy: Socio-Economic and Political Implication" on 30th-31st July, 2021
- Faculty of Life Sciences- "Life Sciences: Acceptance of New Normal" on 27th-28th August 2021
- Department of Hindi- -" Bhartiyata ke Sajag Prehri Seth Govind Das" on 28th-29th, August
- Department of English- " Tribute to Khushwant Singh: A writer of Protean Sensibilities" on 3rd-4th September 2022
- Faculty of Physical Sciences- "Advances in Physical, Mathematical and Computational Sciences" on 24th- 25th June 2022

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a>   |
| Paste link for additional information                  | <a href="https://drive.google.com/file/d/115Fo30-xOggxwzKBNLU7EjasOnwooE87/view?usp=sharing">https://drive.google.com/file/d/115Fo30-xOggxwzKBNLU7EjasOnwooE87/view?usp=sharing</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The college follows a structured three-tier Academic and Administrative decentralization for multifaceted benefits of delegation contributing to effective governance. The purpose of this three-tier system is to provide decision-making power and authority to the Deans and HODs. The responsibilities of the individual schemes are decentralized through the Deans viz Arts, Physical Science, Life Science, Commerce, and Management. Deans function as academic leaders who share academic, programmatic, managerial, and fiscal responsibilities. They verify the adequacy of instruction, monitor academic integrity, and are responsible for student recruitment, admission, and overall academic progress.

The Dean and HODs are in the position of the center of gravity. Constituent Departments of Deanery-

- Dean of Arts - Department of English, Hindi, Economics, Political Science, and History
- Dean of Life Sciences - Department of Botany, Zoology, Biotechnology, and Chemistry
- Dean of Physical Sciences- Department of Computer Science, Mathematics, and Physics
- Dean of Commerce and Management -Department of Commerce and Management

The institute functions through a number of academic, non-academic, and extracurricular cells and societies to manage and monitor the academic and non-academic, curricular, and extracurricular activities of the institute.

| File Description                                    | Documents   |
|---|---|
| Paste link to Organogram on the institution webpage | <a href="https://staloysiuscollege.ac.in/en-in/administration/#1576915083592-de5e78da-393e">https://staloysiuscollege.ac.in/en-in/administration/#1576915083592-de5e78da-393e</a>   |
| Upload any additional information                   | <a href="#">View File</a>   |
| Paste link for additional Information               | <a href="https://drive.google.com/file/d/1Xx3YvOgbKhi_05aa8tYNxAMVXSfnl8xq/view?usp=sharing">https://drive.google.com/file/d/1Xx3YvOgbKhi_05aa8tYNxAMVXSfnl8xq/view?usp=sharing</a> |

### 6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen                      | <a href="#">View File</a> |
| Screen shots of user interfaces                                 | <a href="#">View File</a> |
| Details of implementation of e-governance in areas of operation | <a href="#">View File</a> |
| Any additional information                                      | <a href="#">View File</a> |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The college has various welfare measures for the physical and psychological well-being of its staff.

**Academic Enhancement** -The College provides assistance to the faculty members in pursuing Doctoral and Post-doctoral studies. Teachers acquiring higher academic qualifications and those winning awards are honored by the staff association. Awards are given annually for the best research of the year.

**ICT Facilities**-The College is fully Wi-Fi enabled. Laptop/Desktop facilities are provided in the library and to the staff members. Two full-fledged Computer labs and a language lab for research work for both students and faculty are available in the college.

**Leave Benefits**-Leave given to teaching staff to participate and



present papers and to the non-teaching staff for participation in conferences/ Seminars/ Workshops/ FDP, etc. The College has offered the option of a Contributory Provident Scheme whereby the Management contributes its share equal to the share of the employee every month.

Loan Benefit-The staff is also privy to Government schemes and privileges like Seed Money for Research, provident funds, and school admissions are ensured for the children of staff in prestigious schools run under the same society.

Recreational Activities for Physical and Emotional Wellbeing-

1. One-day annual excursion for both teaching and non-teaching staff.
2. Separate departmental rooms are provided to the teaching staff.
3. March Past and other games are held during Sports Day for both teaching and non-teaching staff.
4. Inward- Onward journey and book reviews held at staff meetings for fostering the spiritual quotient of the faculty.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/10YtnpMDCbBNW7h4fBxFM2tpKQOmzYNuB/view?usp=sharing">https://drive.google.com/file/d/10YtnpMDCbBNW7h4fBxFM2tpKQOmzYNuB/view?usp=sharing</a> |

### 6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

94

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

### 6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

4

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

### 6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

36

| File Description  | Documents                 |
|---|---------------------------|
| Summary of the IQAC report  | <a href="#">View File</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

## 6.4 - Financial Management and Resource Mobilization

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

Audits are routine. Internally audited every financial transaction. The chief checks finances. Principal and AD check openness, authenticity, precision, and finances. Bursar, Principal, and Section Officer manage income/expenses (Accounts). Allowable, but disciplined disbursements. Buy wisely. Auctions Established Purchase Committee. Audited data, receipts, and payments. Audit report for college. Corrections and clarifications are in audit responses. Utilization certifications are based on allowing expenditures. College Foundation Society and the Diocesan Corporation of Jabalpur prepare the institution's combined yearly reports. Principal and secretary check finances. Financial statements include receipts and expenses. A committee reviews all vendor quotes before buying. After making stock entries, the department head signs invoices, which are subsequently examined by the finance committee, vice-principal, principal, and society treasurer. Yearly external audits end. A Chartered Accountant audits revenue invoices and vouchers. Check spending vouchers and

records. Access and buy registers. Grants are audited. CAG audit income and spending. Auditor objections/compliance. The auditor checks all period files. L.D'Souza & Co. audit accounts. Gwalior's Accountants General Office conducts an annual government audit. The chartered accountant corrects errors and produces final reports and certifications. The accountant/Finance Officer handles daily finances. Principal accountants control income and expenses. The College Executive Council and Foundation Society get annual audited financial statements. Budgeted income and spending. Governing Body and Foundation society control money.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1D8wr6LJr5F9Lqkxfwhhu103znXV365Dz/view?usp=sharing">https://drive.google.com/file/d/1D8wr6LJr5F9Lqkxfwhhu103znXV365Dz/view?usp=sharing</a> |

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

1

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

#### 6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The college makes every effort for resource mobilization. The following are the major financial resources:

- Fees from students.
- State government aid for the salary of aided staff.
- UGC grants under various projects and schemes.
- Grants from other government organizations like MHRD, MPCST, ICSSR, DBT, and DST-FIST.
- Revenue is generated through consultancy offered by different departments and the use of infrastructure by other agencies.

- The grant from United Board Hong Kong for Faculty Development Program.
- Donations from the Foundation Society, Alumni, and various sources for the development of college and establishment of scholarships for the students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://drive.google.com/file/d/1PT-2HVhpcMAuuD7w8JZN4maYvVreuzWG/view?usp=sharing">https://drive.google.com/file/d/1PT-2HVhpcMAuuD7w8JZN4maYvVreuzWG/view?usp=sharing</a> |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) has significantly contributed to institutionalizing quality assurance strategies and processes, as is visible in terms of incremental improvements made during the preceding year as follows:

- Departmental performance (academic) evaluation has been initiated on the basis of marked criteria.
- Software for evaluating the attainment of PO, PSO, and CO has been created for specific and authentic calculations of the same.
- Functional MoUs with International and National level universities for imparting skills and knowledge to teachers and students.
- Creating an eco-system to enhance innovation abilities in the students by establishing Institution Innovation Council.
- Stress management workshop for non-teaching staff.
- Regular E-Governance updates by an internal core software development team comprised of students and teacher mentors
- Institutionalizing quality by conducting a Green, Energy, and Gender Audit
- International Student and Faculty Exchange Program with 16 institutions, 4 countries, 150 students, and 43 faculty members

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1ntrZ246Mlhf0IelTgET1KZD6PhwIz4V3/view?usp=sharing">https://drive.google.com/file/d/1ntrZ246Mlhf0IelTgET1KZD6PhwIz4V3/view?usp=sharing</a> |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC supports the institution by providing insights based on the successful implementation and operation of academic activities. It provides the development and application of quality parameters for the various academic and administrative activities of the institution. Institutional reviews and implementation of teaching, and learning reforms facilitated by the IQAC-

Mapping of PO, PSO, and CO on the basis of Bloom's Taxonomy- After receiving feedback on syllabi from different stakeholders, the syllabus is put before the Departmental Board of studies and the Academic Council for approval. The approved syllabus is then taught and the evaluation methods based on Bloom's taxonomy are applied during exams. After the results, the attainment of pre-defined COs, POs, and PSOs is measured with the help of software. After the evaluation of students in the internal examination and final exam, course learning outcome (CO), program-specific outcomes (PSO), and program outcomes (PO) are calculated with the help of software so that the mapping is done and attainment of PO, PSO and CO can be measured.

Use of DMS (Departmental Management Software)- IQAC works to enhance the authenticity of teaching and learning for which a software named DMS has been introduced where the up-gradation related to information of upcoming events has to be uploaded. After uploading the required information, is checked by the respective Heads, Vice Principal, and the Principal. DMS (Department Management System) is software for maintaining department documentation digitally.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://drive.google.com/file/d/1kOFtmh1EzhXd1WvFDE0-uDs7sfckj9iR/view?usp=sharing">https://drive.google.com/file/d/1kOFtmh1EzhXd1WvFDE0-uDs7sfckj9iR/view?usp=sharing</a> |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

**A. Any 4 or all of the above**

| File Description   | Documents   |
|--|---|
| Paste the web link of annual reports of the Institution            | <a href="https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/10/IQAC-Report-2021-22.pdf">https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/10/IQAC-Report-2021-22.pdf</a> |
| Upload e-copies of accreditations and certification                | <a href="#">View File</a>   |
| Upload details of quality assurance initiatives of the institution | <a href="#">View File</a>   |
| Upload any additional information                                  | <a href="#">View File</a>   |

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

St. Aloysius College promotes women's empowerment via gender equity in education and an inclusive workforce culture. Women Cell was founded in 1997 to instill positive self-esteem and confidence in female students, spread awareness about the social, legal, and constitutional rights of women, and make them cognizant of different kinds of violence by organizing gender-centric awareness programs, self-defense training, and seminars on gender equity and division, perception, and sensitivity. Several events were held to

raise awareness and encourage action on gender equality and sensitization, including a health awareness program on health and hygiene, a Vedic mathematics training program, a sanitizer-making workshop, an essay writing competition on the theme "No Gender, Only Human," a poster competition on the International Day of Zero Tolerance, a speech competition on women's empowerment in India, a website design training program, and a stuttering workshop. Prioritize women's health. Women-only gym. For health and hygiene, women's toilets include sanitary napkin vending machines. Every classroom and campus has CCTV for safety. Ragging and sexual harassment aren't tolerated. The college investigates complaints. College locations include complaint boxes. Female students are groomed. Counselors advise students. Training & Placement Cell offers career assistance through lectures, simulated interviews, and more. Gender studies attempt to modify students' gender perspectives.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://drive.google.com/file/d/11SgPavXTgZYmscl9K0I0DotkuVDT50_b/view?usp=sharing">https://drive.google.com/file/d/11SgPavXTgZYmscl9K0I0DotkuVDT50_b/view?usp=sharing</a> |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

A. Any 4 or All of the above

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geotagged Photographs          | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

St. Aloysius College handles biodegradable and non-biodegradable trash to protect the environment for future generations.

**Solid Waste**

- Each classroom, lab, bathroom, and cafeteria have a trash can.

The garbage is sorted.

- Biodegradable garbage from the campus is composted into manure.
- Campus bans plastic bags, cups, and laminated paper plates.
- Sanitary napkins are incinerated in women's restrooms; used papers are recycled and composted.

#### Waste liquids

- Acidic lab waste is diluted and thrown into the college's common drainage system.
- Toilet wastewater is dumped into the municipal main drainage system, and water coolers and departments are diverted to the garden.

#### Waste chemicals

- It's maintained by using alternative experiments and minimal reagents in organic and inorganic synthesis.

#### Biohazard waste

- Gloves, masks, syringes, cotton, culture tubes, and medium are autoclaved and disposed of.

#### E-waste

- Unserviceable electronic parts are sold to electronic waste merchants and are under buyback.

Lectures and notice board ads inform students about trash management to reduce campus waste. The institution undertakes a waste management audit to examine the success of its methods and the need for new ones.

| File Description  | Documents                 |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View File</a> |
| Geotagged photographs of the facilities   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |



|   |                                     |
|---|-------------------------------------|
| <b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>  | <b>B. Any 3 of the above</b>        |
| <b>File Description</b>   | <b>Documents</b>                    |
| Geotagged photographs / videos of the facilities  | <a href="#">View File</a>           |
| Any other relevant information  | <a href="#">View File</a>           |
| <b>7.1.5 - Green campus initiatives include</b>   |                                     |
| <b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b> <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of bicycles/ Battery-powered vehicles</b></li> <li><b>3. Pedestrian-friendly pathways</b></li> <li><b>4. Ban on use of plastic</b></li> <li><b>5. Landscaping</b></li> </ol> | <b>A. Any 4 or All of the above</b> |
| <b>File Description</b>   | <b>Documents</b>                    |
| Geotagged photos / videos of the facilities   | <a href="#">View File</a>           |
| Various policy documents / decisions circulated for implementation  | <a href="#">View File</a>           |
| Any other relevant documents  | <a href="#">View File</a>           |
| <b>7.1.6 - Quality audits on environment and energy undertaken by the institution</b>   |                                     |
| <b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> </ol>               | <b>A. Any 4 or all of the above</b> |

### 5. Beyond the campus environmental promotional activities

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View File</a> |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**A. Any 4 or all of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of facilities                 | <a href="#">View File</a> |
| Policy documents and brochures on the support to be provided | <a href="#">View File</a> |
| Details of the software procured for providing assistance    | <b>No File Uploaded</b>   |
| Any other relevant information                               | <a href="#">View File</a> |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

**St. Aloysius College is home to a diverse group of students from north, south, east and west. The institute's extracurricular activities encourage mutual respect and cooperation among students and faculty. Jabalpur Inter-religious Forum yearly celebrates**

Deepavali, Id, Guru Nanak Jayanti, Mahavir Jayanti, and Christmas to promote religious diversity (JIRF).

The university's inter-religious forum hosts competitions and feedback sessions to promote tolerance and prepare students for a diverse global community. This endeavor promotes cultural acceptance and environmental diversity.

Students could choose English, Hindi, French, German, and South Indian as electives. This activity encouraged participants to employ a variety of language abilities.

SAC clubs and groups encourage members to visit nursing homes and senior shelters to promote the value of assisting others. "Charity, a noble cause" is the Institute's main focus.

Numerous university clubs perform activities to make the campus welcoming. NSS and NCC volunteers launched awareness campaigns and rallies. The college promotes national integration among its students by conducting festivals that highlight social and economic activity.

The institution maintains social order and peace by enforcing rules on its members. Also, students have always been encouraged to be constructive change agents. Religious themes carved onto the Prerna (auditorium) and College gate honor the College's commitment to cultural and community diversity.

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The SAC created programs to teach pupils, their constitutional rights and obligations. The IQAC prepared an action plan to create and acquaint stakeholders with Fundamental Duties and Rights. St. Aloysius College raises the Triranga and plays the national song daily at 7:50 a.m. Teachers and students respect this act of patriotism's loyalty and devotion. On August 15, SAC celebrates Independence Day to highlight the constitutional spirit of liberty, equality, justice, and brotherhood; on January 26, SAC

celebrates Republic Day to honor the Indian constitution. Kargil Vijay Diwas was observed on July 26 to pay tribute to Indian patriots who gave their lives in service to the nation; Constitution Day was observed on November 26 to mark the adoption of the Constitution of India; Human Rights Day was observed on December 10 to encourage equality, peace, justice, freedom, and the protection of human dignity; on February 25, 2022, students were made aware of the importance of speaking out against social injustice. During a "Farm Bill" group discussion on November 26, students learned about other platforms for farmers to sell their commodities. The conversation included students. The institute hosts annual activities to teach students, their constitutional rights and obligations.

| File Description  | Documents                 |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

A. All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics - policy document   | <a href="#">View File</a> |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

One of the most exciting parts of the college's extracurricular schedule is the annual cultural and constitutional festivals. The institution gives tremendous importance to national and international holidays, and such celebrations reflect that. Teachers may do a lot to help children learn about other countries and cultures by encouraging them to participate in national celebrations. The college's commitment to honoring several local, national, and worldwide celebrations is highlighted by the calendar of notable events featured in the college's official journal. The school celebrated a number of important anniversaries and held events to honor those who had died in the line of duty, including World Entrepreneurs Week, during which students learned about the latest developments in entrepreneurialism and leadership around the world; The significance of literacy as a matter of human rights and respect was stressed to students on International Literacy Day, and they were encouraged to advance the literacy agenda in order to create a more literate and sustainable society. National Voter's Day was celebrated to raise students' awareness of the importance of voting and to encourage them to get involved in the electoral process; Communal Harmony Campaign Week was held to teach students about getting along with people from different backgrounds and to promote a coexistence ethic based on or inspired by religious or cultural values;

| File Description   | Documents                 |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | <a href="#">View File</a> |
| Geotagged photographs of some of the events                                    | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

**SAC Techie's:** Collaborative Learning The practice strives to create tech classrooms with better peer and collaborative e-learning. The strategy boosted student engagement and encouraged peer-to-peer experiential learning, but hands-on experience in

practical programming was limited. Online editors and live demos replaced virtual labs. The approach enhanced student engagement and enabled peer-to-peer experiential learning, but hindered hands-on participation in practical activities. Online editors and live demos replaced virtual labs. Beginning problems included resources and technology. Reorganizing courses to include video conferencing and giving in-house training for instructors resolved these issues. This strategy involved student and teacher, intellectual work to move from teacher-centered to technology-based instruction. Video, audio, e-lectures, synchronous and asynchronous interactive learning enabled peer-to-peer learning, a novelty in abilities, active student participation, purposeful learning, and mutual comprehension. Students gain practical knowledge. Successes: Collaboration generated joyful classrooms. Student sharing, increased cognitive thinking, and academic knowledge. Personalized learning, compelling content, and instructor productivity and efficiency were goals. Problems, Resources: Students' preconceived beliefs about traditional classrooms, learning capacity, responsiveness, absenteeism, and network connectivity were concerns. First, kids and instructors needed tech instruction. Reconfiguring classrooms to include video conferencing and giving teachers internal training and development courses resolved these issues. SAC-Techie combines AR and AI for immersive learning. This helps students grasp space visualization and abstract reasoning.

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="http://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/11/best-practicies-21-22.pdf">http://staloyuscollege.ac.in/en-in/wp-content/uploads/2022/11/best-practicies-21-22.pdf</a> |
| Any other relevant information              | <a href="https://drive.google.com/file/d/1nM-gPOatRnPkCCsOvqgYNl0yn6B5OZEL/view?usp=sharing">https://drive.google.com/file/d/1nM-gPOatRnPkCCsOvqgYNl0yn6B5OZEL/view?usp=sharing</a>           |

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

ST. ALOYSIUS WHOLE PERSON LEARNING [SAWPL]: Connecting academics to values The founder's long-term vision inspired St. Aloysius College, Jabalpur. As it commemorates 71 years, the school reaffirms its aim of "transforming youth via comprehensive education in a value-added, educated society." The "St. Aloysius

Whole Person Learning Approach," a complex collaborative approach that is student-centered and extends learning beyond the curriculum, makes the goal a reality. SAWPL has five pillars:

**Academic excellence** Academic excellence distinguishes the college. The college ensures academic excellence by emphasizing inclusivity, access to quality education, and a learning atmosphere that enhances knowledge diffusion through technology-embedded tools, collaborative tools, and project-based learning.

**Skill Development** The institution emphasizes skill-building. This is done through vocational courses, certificate and diploma programs, and professional training.

**COMMUNITY & CARE** The college promotes social responsibility and ethical ideals as part of its social obligation. Students blend academic and social development with personal and societal progress through NSS, NCC, and club activities. ISR helps students become caring, socially responsible adults.

**Universal values and ethics** The college fosters students emotionally and spiritually as well as academically. Celebrating morning assemblies, national days, and great people, through curricular themes like peace and activities like yoga, we encourage children to cultivate character and respect others.

**Innovation and creativity** The college's start-up programs, IIC, and ED Cell encourage students' creativity.

| File Description                              | Documents   |
|---|---|
| Appropriate link in the institutional website | <a href="https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/12/7.3.1-Institutional-Distinctiveness-Combine.pdf">https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2022/12/7.3.1-Institutional-Distinctiveness-Combine.pdf</a> |
| Any other relevant information                | <a href="#">View File</a>   |

### 7.3.2 - Plan of action for the next academic year

#### Teaching, Learning, and Research

1. Implementing NEP in undergraduate in semester pattern.
2. Expand pedagogical approaches focused on engaging students in learning across the curriculum through field projects and internships under NEP.
3. Involve undergraduate and graduate students in rich and

varied research, creative projects, and other opportunities under the STAR scheme.

4. Achieve high-impact, translational, and innovative research under Design and innovation center.
5. Applying for more Major Research Projects by Faculty members.
6. Commerce and Economics department going for Research Centre.
7. Student Faculty Exchange programs outside India.
8. To start Value-Added courses in asynchronous mode.
9. To commence vocational and elective courses.
10. FDP on FIST established instrumentation infrastructure.

#### Infrastructure

1. Construction of additional infrastructure.
2. Install Solar Panels for energy conservation.
3. To establish Media Center.
4. Implementation of Smart Book Accessing system using RFID in the Library.

#### Memorandum of Understanding

1. MOUs' with international and National institutions of excellence.
2. MOUs with Corporates and Industry Associations to promote Academia-Industry Linkages, to enable placements, internships, training, etc., for the students.
3. Initiating Global Education partners with collaborating institutions.

#### Others

1. To foster and strengthen relationships with the Alumni.
2. Steps to enhance public perception at the International level.
3. More teachers joining the international academic and research programs, to develop global competence and incorporate global perspectives into their teaching.