



YEARLY STATUS REPORT - 2022-2023

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)	jgvalan@gmail.com
• Address	1, Ahiliya bai Marg, Pentinaka Chowk, Sadar Cantt
• 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/2023/06/AQAR-REPORT-2021-2022-1.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/2022/08/Academic-calender-2022-2023.pdf>

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.)?

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	CPE	UGC, New Delhi	28/09/2006	32500500
Dr. Mamta Gokhale	Women Scientist Scheme 'A'	DST	01/09/2014	2790000
St. Aloysius College	FIST	DST	21/11/2014	9000000
St. Aloysius College	Design Innovation Center	MHRD	20/11/2015	4333333
Dr. Manju Gupta	Women Scientist Scheme 'A'	DST	20/02/2019	2715000
St. Aloysius College	Paramarash	UGC, New Delhi	26/11/2019	2794500
St. Aloysius College	Star Scheme	DBT	29/02/2020	10400000
Ms. Bhavana 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? No

- If yes, mention the amount

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

1. To enhance academic and research endeavors: Added more Memorandum of Understanding (MOU) with institutions to foster partnerships and promote collaborative projects and student internships. The collaboration with NIELIT's virtual academy, enhanced skill-based learning, thereby elevating employability prospects. Furthermore, the initiation of the Global Understanding Project facilitated an enriched intercultural dialogue, fostering a comprehensive global perspective among students.

2. Teaching and Non-teaching Enrichment programme

1. Three teachers completed 3 months professional certificate course on Adaptive Designer Learning organised by Ateneo SALT Institute University sponsored by United board from 4 July to 30 September 2022.

2. One Faculty completed 4 months course on Service-Learning in Asia organized by NGEE ANN Polytechnic Institute Singapore sponsored by United Board from 1st April to 1st August 2023. She worked on worked on SDG 6 i.e clean water and sanitation. a project on the same where she worked in slum areas of Jabalpur district.

3. One faculty completed 45 days Asia placement of United Board Fellows program Sophia University, Tokyo, Japan from April 17 to May 31, 2023.

4. One faculty member attended 15 days Campus Management Training programme organized by Ateneo De Davao University, Davao, Philippines sponsored by the United Board for Christian Higher Education in Asia.

5. One day Program for Non-teaching Staff on 'Value Based Ethics at Workplace'

3. Advancements in Startups and Innovations: Through the strategic amplification of pre-incubation and incubation infrastructures, we fostered an entrepreneurial ecosystem that culminated in the establishment of two startups: DropX Alliance and Booksreviewer.in. This initiative also led to the development of prototypes and products such as the CPU cooling fan, MINI MASTI KETCHUP, ACADMATE (a SAAS solution catering to remote schools), Kharate Organics' Organic Millets, INJIYA (a sugar-free alternative), a DC-AC converter, and Bliss.

Contribution to Co-curricular and Extra-curricular activities, Peace project

4. Campus ERP: The college's ERP system underwent a comprehensive upgrade, with the current version being eCAS (Enhanced

Campus Automation System) 23.9.13.1855. This upgrade ensured the development, maintenance, and enhancement of the college's digital platforms, including its website and portals. Concurrently, the Networking and ICT infrastructure received updates in alignment with cybersecurity protocols. Key Technical Enhancements: 1. A proprietary software was engineered to streamline the conduction, pre, and post-examination processes for the Second Year Examination Scheme, aligning with the New Education Policy (NEP). This module is cloud-hosted, ensuring secure access via HTTPS. 2. The mark sheet generation module underwent optimization. Integration with the NEP Semester scheme's "Candidate List" button now allows selective mark sheet generation, reducing client-server load. 3. The OMR Evaluation software transitioned to version OMRv23. 4. All Crystal Reports were reconfigured to meet the NEP Semester specifications. 5. The hardware firewall's firmware and database are consistently updated, bolstering the security of the institution's digital assets. 6. Internet Infrastructure: A 50 Mbps Internet Leased Line 1:1, facilitated through Optical Fiber Cable (OFC). 5. Peace Education Project: The institution initiated a peace education project, "Creative Approaches to Peace for Character Formation and Holistic Development," sponsored by the United Board. This program delved into the intricate roots of conflict, spanning cultural, religious, social, economic, and psychological realms, aimed to highlight the essential conditions for peace and reconciliation, cultivating a well-informed and harmonious student body.

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	5 IQAC (Internal Quality Assurance Cell) meetings were convened, with the subsequent Action Taken Report delineating a comprehensive overview of the strategic action plan, its execution methodology, and the resultant outcomes of the tasks undertaken.
Biannual release of IQAC Newsletter	Editions released on 15th August 2022 and 26th January 2023
Orientation Program	<p>1. An orientation program was conducted for incoming freshmen from 1st August to 8th August 2022, segmented into two distinct batches. 2. Orientation program on Research culture for PG students organized on Mon/13th August 3. A structured two-day orientation program was executed for the institution's staff on the 24th and 25th of June 2022 to acquaint new staff with the institution's foundational ethos, policies, and standard operating procedures.</p>
Strategic Academic reforms	<p>The curriculum underwent a strategic overhaul in alignment with the semester system, CBCS, and NEP 2020 directives. Emphasis was placed on integrating major subjects with courses fortified by internships, projects, and field surveys to bolster employability and entrepreneurial acumen. Pedagogical approaches were refined to incorporate experiential, activity-driven, and adaptive-personalized learning methodologies, ensuring</p>

	a more inclusive educational experience.
Assessment reforms	<p>1. In alignment with the Semester pattern stipulated by the National Education Policy (NEP) 2020, the following assessment reforms were instituted. The evaluation framework was bifurcated into external and internal examinations, with weightages of 60% and 40%, respectively, for both theoretical and practical components of Major, Minor, Elective, and Vocational courses. This structured approach was also extended to the Assessment and Evaluation of Ability Enhancement Courses(AEC) courses (Foundation Courses). 2. Within the internal assessment framework, three distinct examination modalities were instituted: two formative assessments and one summative assessment. To derive the internal marks, the best of two performances from these examinations were selected and aggregated.</p>
Technological Advancements in Examination Automation	<p>1. Software Development & Integration: A proprietary software module tailored for the Second Year Examination Scheme, in line with the New Education Policy (NEP), has been developed and cloud-hosted with HTTPS-protocol-based accessibility. This development also includes the integration of a dedicated Semester scheme module into the existing ERP system and the creation of a result declaration portal with a backend ERP</p>

interface. 2. Module Enhancements: The admission module has been revamped to support Semester-specific functionalities, including dynamic subject selection and document uploads. Additionally, the mark sheet generation process has been optimized with a 'Candidate List' button, and a unique Examination Roll number assignment mechanism for each semester has been introduced. 3. Design & Reporting Updates: Design matrices for Admit Cards and Attendance Sheets have been reconfigured to NEP standards. Enhanced reporting capabilities now allow for granular report generation, including Marksheet and Tabulation Register, and all Crystal Reports have been updated to NEP specifications. 4. Communication & User Interface: Customized SMS templates for NEP-compliant Semester schemes have been crafted. The search interface now supports refined record retrieval based on NEP-specific parameters. 5. OMR System Updates: The OMR sheet layout has been adapted for Semester-specific requirements, and the OMR Evaluation software has been updated to its latest version, OMRv22.

Development of Automated Mentee-Mentor System

A proprietary in-house system was engineered to facilitate the formulation of mentor-specific goal plans and track their progression. It offers a structured approach for monitoring mentoring relationships, ensuring

	consistent assessment of both mentors and mentees.
Sustainable Environment	Sustainable Environmental Initiatives: 1. On International Tiger Day (29 July 2022), the Zoology Department hosted a quiz competition to highlight the urgency of tiger conservation. 2. The Nature Club spearheaded a collage contest on 8 October 2022, emphasizing the theme
Participation in Education Excellence Awards	India Today: National Faculty Rankings: • Arts: 72nd • Commerce: 84th • Science: 106th • BBA: 104th • BCA: 125th Internshala Annual Rankings 2022: • All India: 74th • Zonal: 26th.
Co-Curricular fests	1. On 15th October 2022, the Biotechnology Department hosted
Feedback Analysis	1. Curricula underwent modifications based on feedback and recommendations from diverse stakeholders. 2. Feedback received pertaining to the Orientation program. 3. Analysis of student evaluations focusing on pedagogical methods at the individual class level. 4. Administered a digital survey to assess student contentment levels.
Organizing Conference / Webinars and Seminars	1. The Department of Botany organised a seven days National workshop on Analytical Techniques from 21 to 27 November, 2022. The workshop was funded by the DST under STUTI scheme in collaboration with IIT Gandhinagar. 2. The Department of Zoology organized a two day workshop on 'Sericulture as Self-employment, Attitude and

	<p>Behavior' on 20-21 January 2023 in collaboration with the Tasar Sericulture Development and Extension Programme of the rural industries Department of Madhya Pradesh. 3. The Department of Political Science organised a two day National Seminar on "National Education Policy 2020- A Powerful Tool to Re-establish Bharat as Vishwa Guru" on 27- 28 January 2023 sponsored by ICSSR, New Delhi. 4. The Department of Hindi organised a two day Seminar on Kavya Rishi dwara Sandeep or Neeraj ki Rachnao me Rastravad avam Samajik Sarokar, sponsored by ICSSR on 17-18 March 2023.</p>
<p>Activities to promote entrepreneurship and start-ups</p>	<ul style="list-style-type: none"> • Entrepreneurship Development Workshop (29th March 2023): Focused on cost-effective production of sanitizers, lipsticks, and hand washes. • Entrepreneurship BOOT CAMP 2023 (11th March): Emphasized real-world pitching and ideation techniques. • MSME Workshop Visit: Students learned about sustainable plastic practices at the Mahakoshal Chamber of Commerce & Industry. • Rakhi Making Workshop: Highlighted artisanal entrepreneurship opportunities. • MSME Campus Visit: Delegation introduced students to available grants and fellowships for innovative projects.
<p>Students Open Forum - meeting with Principal</p>	<p>On September 6th, 2022, the Principal convened a meeting with student representatives. The primary objective of this session was to discuss issues</p>

	related to student organizations, delineate their roles, and define their responsibilities within the institutional framework.
Global Education program [GEP]	<ul style="list-style-type: none"> • Project Title: Global Understanding Project on Language and Culture • Framework: Governed under the Global Education Program (GEP) • Participation Metrics: <ul style="list-style-type: none"> • Total Institutions Involved: 10 • Countries Represented: 3
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Consolidation and submission of NIRF 2022-23	January 2024

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	22/11/2023

14. Was the institutional data submitted to AISHE ? Yes

- Year

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Activities to promote entrepreneurship and start-ups

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Consolidation and submission of NIRF 2022-23	January 2024
13. Was the AQAR placed before the statutory body?	Yes
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Name of the statutory body	Date of meeting(s)
Governing Body	22/11/2023
14. Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2023	08/07/2023

15. Multidisciplinary / interdisciplinary

1. Strategic Implementation of Multidisciplinary and Interdisciplinary Approaches in St. Aloysius College for NEP Preparedness

In alignment with the New Education Policy (NEP) 2020, St. Aloysius College has undertaken a series of initiatives to foster a multidisciplinary and interdisciplinary educational environment. Concurrently, five departments of the institution have been accredited under the STAR scheme by DBT, leading to the execution of interdisciplinary projects, hands-on practical sessions, workshops, and diverse training modules. These endeavors aim to bridge the gaps between distinct academic disciplines, thereby offering students a holistic and integrative learning experience.

1. **Interdepartmental Collaborative Projects:** Undergraduate students undertook projects that necessitated collaboration between at least two departments. For instance, the study on the antimicrobial activity of drugs, which was a joint venture between the Chemistry and Botany departments.
2. **Societal Research Projects:** Postgraduate students engaged in research-based societal projects, such as water sample analysis and oil spill removal, emphasizing real-world applications and societal impact.
3. **Interdisciplinary Research Paradigms:** Postgraduate students were steered towards research inquiries that intersected various academic domains, fostering a holistic understanding and a collaborative approach to addressing challenges. For instance, students from the Biotechnology postgraduate program undertook projects involving plant tissue culture intertwined with microbial studies and Bioinformatics.
4. **Cross-Domain Internships:** Undergraduate science students were provided opportunities to intern with commerce-centric agencies. This strategy facilitated their immersion into multidisciplinary realms, equipping them with practical

insights and enabling them to effectively market their self-conceptualized products.

5. Collaborative Experiments: Experiments were designed to necessitate collaboration between departments. For instance, the BOD and COD experiments were a joint effort between the Zoology and Chemistry departments, while the Beer-Lambert's Law experiment was a collaboration between Physics and Chemistry.
6. Value-Based Multidisciplinary Courses: The college introduced courses that were inherently multidisciplinary and emphasized practical skills. An exemplar is the certificate course on "Instrumentation and Analytical Techniques in Chemistry," which was conducted collaboratively by five departments.
7. Interdisciplinary Extracurricular Activities: The college organized multifaceted events like Rasaynika, Zoo Fest, Biotech Fest, and Nature Club, among others. These events were designed to encourage students to explore applications that transcend traditional disciplinary boundaries.
8. Skill Enhancement Courses: Recognizing the importance of skill development in today's dynamic world, the college introduced courses like Computer Literacy, Personality development and English Speaking for PG students, ensuring that they are equipped with essential skills that complement their academic knowledge.

Through these strategic initiatives, St. Aloysius College not only aligns itself with the directives of NEP but also ensures that its students are prepared to navigate the complexities of the modern interdisciplinary professional landscape.

16.Academic bank of credits (ABC):

Institutional Strategy for Implementing the Academic Bank of Credits (ABC):

1. St. Aloysius College has proactively engaged with the ABC framework by registering with the National Academic Depository (NAD).
2. A systematic archival process has been initiated, wherein student mark sheets from the preceding three years, based on the old academic pattern, have been uploaded to the NAD.
3. Concurrently, the institution is streamlining the creation of bulk student IDs in ABC, leveraging their Aadhaar numbers for authentication. Once this phase is accomplished, the transition to uploading mark sheets under

the NEP 2020 framework will commence.

4. Moreover, the college has planned mechanisms to incorporate and upload additional credits that students accrue through value-added courses and MOOCs, ensuring a comprehensive academic credit repository in ABC.

17.Skill development:

St. Aloysius' College has devised an integrative framework that synergizes higher education with vocational training, ensuring graduates are equipped with versatile skills esteemed in the professional realm. Aligning with the National Skills Qualifications Framework, the institution has curated a suite of vocational and soft skills courses, encompassing areas like Digital Marketing, Finance Services & Insurance, advanced linguistic proficiency modules etc.

1. The primary metric for skill enhancement among students is the array of courses offered through the Value-added center. The institution has meticulously designed various certificate and diploma courses that incorporate practical sessions, projects, and field exposures to foster experiential learning. To date, the institution has introduced 31 skill-based courses, including "Proficiency in English - LSRW," "Karyala Evam Jansanchar Karyavidhi," "Certificate Course in Human Rights," among others.
2. In response to the imperatives of the NEP and the evolving skill-centric employment ecosystem, the institution has fortified its industry-academia nexus, inking multiple MOUs for knowledge exchange and collaborative growth. Students are immersed in experiential learning through field tours, workshops, and industrial engagements, facilitated by industry experts, ensuring practical skill acquisition and bridging faculty expertise gaps. These engagements offer insights into contemporary industry trends and expectations.
3. Infrastructure enhancements, notably the establishment of a state-of-the-art language lab, various science labs, central instrumentation lab underscore the institution's commitment to diminishing skill disparities.
4. In alignment with the directives of the NEP, the college has introduced a variety of skill-based vocational courses. The institution have a diverse array of options tailored to their individual interests. Each of these courses carries 6 credits and emphasizes a hands-on, experiential learning methodology. Few vocational courses are Medical

Diagnostics, Office Procedures and practices, vermi composting etc.

5. Given the prevailing demand for ICT skills, the institution provides an array of computer-centric courses, available as value-added or vocational offerings. Some of these courses include Desktop Publishing, E-Accounting and Taxation with GST, Web Designing, Digital Marketing, and Office Procedures and Practices, among others. Acquiring these skills significantly bolsters workplace competencies.
6. In future the college is strategizing the introduction of distance-based skill courses, ensuring that education remains accessible and adaptable to the evolving needs of the student community.

The academic blueprint mandates students to undertake a minimum of one vocational course annually, culminating in three such courses pre-graduation. It caters to diverse learner modalities, both online and offline. The institution's endeavors to bolster vocational education and soft skills and are in alignment with the National Skills Qualifications Framework. By assimilating vocational training into undergraduate programs, the college ensures a seamless fusion of skill-based education with traditional academic paradigms.

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

St. Aloysius College has designed its curriculum to incorporate civilizational ethos and indigenous values, aiming to enhance the cognitive and creative capacities of its students.

1. **Linguistic Proficiency and Cultural Assimilation:** The institution employs methodology for language instruction, focusing on comprehensive English language skills for non-English medium students and providing Hindi training for international and non-native Hindi speaking students. A foundational course across disciplines ensures linguistic and cultural comprehension. Additionally, the Inter-religious forum celebrates five distinct festivals, fostering cultural inclusivity.
2. **Specialized Departmental Courses:**
 - The History Department delivers in-depth courses on various epochs of Indian history, ensuring students grasp the nation's chronological evolution.
 - The Political Science Department elucidates the structural

and functional aspects of the Indian Constitution.

- The Hindi Department emphasizes digital fluency in Hindi, particularly in the realm of digital
- The English Department delves into Indian writings, introducing students to indigenous literary theories like the Rasa Theory.
- The Education Department delves into the historical trajectory of the Indian education system and offers specialized courses on traditional Indian music.

1. Digital Outreach and International

Collaborations: The college harnesses digital platforms, encouraging students to access online resources. Webinars and virtual guest sessions complement traditional classroom instruction. Collaborative endeavors, such as the Global Understanding Project in partnership with East Carolina University and the Global Education initiative, facilitate intercultural and linguistic exchanges.

1. Comprehensive Personal Development: The institution mandates a foundational Yoga course, acquainting students with its holistic benefits. This commitment to amalgamating age-old wisdom with contemporary teaching techniques aims to cultivate students who are both globally competitive and culturally rooted.

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

Outcome-Based Education at St. Aloysius College:

Outcome-Based Education (OBE) is a paradigm shift from traditional educational models, focusing on what students can demonstrate upon completing their courses. At St. Aloysius College, the implementation of OBE is structured to align with the institution's academic vision and mission.

1. Program Education Objectives (PEOs): PEOs at St. Aloysius College articulate the goals and competencies that graduates are expected to achieve within a few years of graduation. These objectives are tailored to resonate with the institution's ethos and the broader societal and industry needs.
2. Program Outcomes (POs): Each academic program, encompassing BA, BSc, BBA, BCom, BCA, MA, MSc, and MCom, has its set of Program Outcomes.

3. Program Specific Outcomes (PSOs): With an extensive curriculum spanning 22 major programs, each program is designed with outcomes that encapsulate the specific knowledge, skills, and attitudes students are expected to attain upon graduation.
 4. Course Outcomes (COs): Delving deeper, every individual course within these programs is anchored with its distinct Course Outcomes. These outcomes provide a granular perspective, detailing the specific competencies students should master by the end of each course.
 5. Mapping Outcomes with the Mapping Factor: A pivotal aspect of OBE is the systematic mapping of each Course Outcome with Program Outcomes and Program Specific Outcomes. This is achieved using a 3 Correlation Level Mapping Factor:
 - 3 signifies a substantial (high) correlation, indicating a major contribution towards attainment.
 - 2 represents a moderate (medium) correlation, denoting a balanced contribution towards attainment.
 - 1 denotes a slight (low) correlation, indicating a minimal contribution towards attainment.
1. Levels of Attainment: To gauge the depth of students' understanding and proficiency, three distinct levels of attainment are employed:
 - 1 for Low
 - 2 for Medium
 - 3 for High

1. Attainment of COs:

The institution uses two-pronged approach:

- Direct Attainment: This is derived from the empirical data of students' performances across various assessment tools pertinent to the course.
 - Indirect Attainment: The institution employs indirect attainment metrics, deduced from the course exit survey. This survey is designed to capture feedback from students on all the COs, offering insights into the efficacy of the teaching-learning process.
1. Automated System for Co-PSO-PO: In the realm of Outcome-Based Education (OBE), the institution has developed an in-house automated system to streamline and enhance the

process of calculating CO-PSO-PO attainment. It integrates seamlessly with the college's existing academic infrastructure, pulling data from various sources to compute attainments.

20.Distance education/online education:

1. St. Aloysius College, to cater to the diverse needs of its student community, has embraced the paradigm of distance and online education. This initiative is in line with global educational trends and ensures that learning is not confined to the traditional classroom but extends beyond, making it accessible to all.
 1. The Value Added Centre at the college offers courses in both online and offline formats. This year, courses such as the Certificate in Business Analytics, Certificate in Taxation for Beginners, and Diploma in Computer Application were delivered in a hybrid mode. All course materials are archived in a digital library and cloud storage. Google Meet serves as the primary platform for online interactions.
 2. In 2020, the college affiliated itself with the Swayam Local Chapter, facilitating students' enrollment in Swayam-NEPTEL courses and enabling them to earn academic credits. This year 43 students enrolled in these courses.
 3. For the academic sessions of 2020-21 and 2021-22, the college hosted a Virtual International Exchange Program, offering 2 credits. This program witnessed participation from faculty and students across 16 universities from four countries.
 4. An MoU has been established between the institution and the NIELIT Virtual Academy, paving the way for various certificate courses.
 5. Another MoU has been signed with East Carolina University. Under this collaboration, two online certificate courses, namely the Global Understanding Project and Global Business, are offered.
 6. The college has also launched a Global Education program. This initiative includes online certificates focusing on Global Understanding, covering topics like cultural exchanges, Global Politics, Economy, and Environmental Studies

Extended Profile

1.Programme	
1.1 Number of programmes offered during the year:	9
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1 Total number of students during the year:	5445
File Description	Documents
Institutional data in Prescribed format	View File
2.2 Number of outgoing / final year students during the year:	1941
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	5284
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1 Number of courses in all programmes during the year:	32
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2 Number of full-time teachers during the year:	115

File Description	Documents
Institutional Data in Prescribed Format	View File
3.3 Number of sanctioned posts for the year:	115
4. Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
4.2 Total number of Classrooms and Seminar halls	34
4.3 Total number of computers on campus for academic purposes	434
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	19,55,06,330
Part 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.	
<p>The institution and its teaching departments are committed to crafting and delivering curricula, attuned to evolving needs at the local, national, regional, and global levels. The topics catering to global needs are approved by the Board of Studies (BOS), Academic Council, and Governing Body. These topics are woven into academic programs through practical, internships, field and research projects. This integration is further reflected in the Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across all programs.</p>	

The BA Program outcomes reflect relevance to National needs by papers like Idea of Bharat in History. Regional and local needs are addressed by covering current State government schemes like Mukhya Mantri Kaushalya Yojna and including contributions of regional writers in English, Sundarkand - The Hymns of Himalaya by Dr. Akhilesh Gumasta and ????? ?????? ???, ??? ?????? ??? ?? ?????? in Hindi.

The B.Sc. programs, topics like surveying and identifying local tree foliage, the study of national parks, and vegetation types specific to Madhya Pradesh in Zoology and Botany equip students with an informed awareness of their local and regional contexts. B.Com. and BBA Courses cover Tax Systems, FDIs and International organisations addressing National and Global needs.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://drive.google.com/file/d/16jdTsn020MVS1JpfyRQMb9cIBf0R4tlt/view?usp=drive_link

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

14

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

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

25

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

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

76

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

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

54

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

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, and professional ethics, connecting disciplinary content with cross cutting issues. Curriculum content that is taught across different subjects incorporating cross cutting issues includes education about human rights in BA Political Science. Gender issues are integrated in paper of Women empowerment and Entrepreneurship, Environmental conservation in EVS (Environmental Studies) in Foundation course papers of UG Programs. There are papers in PG programs as electives like Business Ethics and Human Values, Environmental Chemistry and Environmental biotechnology that are concrete instances that cross cutting issues are interwoven in to the curriculum across programs

Beyond the classroom, the college conducts a range of activities throughout the year to reinforce these cross-cutting issues. Value Education classes take place on Fridays, where a well-structured syllabus covers diverse topics related to human values and essential life skills. Additionally, the college actively commemorates significant days such as Human Rights Day, World Environment Day, and Communal Harmony Week, organizing events that sensitise and engage students. These initiatives aim to instill a sense of responsibility and ownership among the student community, nurturing them to become conscientious and socially aware 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	View File
Any additional information	View File

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

36

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above	
3537	
File Description	Documents
List of students enrolled	View File
Any additional information	View File
1.3.4 - Number of students undertaking field work/projects/ internships / student projects	
1789	
File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File
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	https://drive.google.com/file/d/1ZRItK3BuK7JsMp-D0h3OvjMcUujvD6hs/view?usp=sharing
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File
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	https://drive.google.com/file/d/1ZRItK3BuK7JsMp-D0h3QvjMcUujvD6hs/view?usp=sharing
Any additional information	View File

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

1814

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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)

424

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

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 organizes outcome-based teaching-learning procedures. To determine the students' learning levels, the orientation programme, entry-level diagnostic test, and activities like quizzes, debates, discussions, extempore, and objective type tests are used. The mentor-mentee approach supports both advanced and slow learners. Mentors continuously offer guidance, support, and advice while identifying the students' strengths and skills. The session opens with bridge classes for new comers. Remedial classes are offered to learners who struggle academically, are

frequently absent, or are active in sports and other extracurricular activities. Classes in spoken English are offered to address the language issue. The Hindi-medium students receive instruction on the areas where they need improvement in order to handle teaching, learning, and writing in exams. To support the development of advanced learners, specialised classes connected to competitive exams are organised. Swayam courses (MOOCs) are recommended for advanced students. The college celebrates the achievements of meritorious students at the Annual Prize Distribution Ceremony by awarding medals and scholarships, and by publishing photographs of these students in the press, on electronic media, in print media, and online on the college's website. Among the methods used to honour and recognise advanced learners are awards for the best student projects, student publication, and presentations of student papers.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://docs.google.com/document/d/1roCSTgKGCF9edSEL4kpH0VFNjMgfrE9W/edit?usp=sharing&oid=107860628930365715371&rtpof=true&sd=true

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
26/06/2023	5314	115

File Description	Documents
Upload any additional information	View File

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:

Experiential Learning: Departments run several cutting-edge initiatives to encourage students' creativity, develop problem-solving abilities, and promote active learning. Learning is made "student centric" by shifting focus of activity from teacher to learners through problem-solving, responding to questions, posing

their own questions, discussing, elaborating, debating, or brainstorming.

Participative learning: To improve students' creative and cognitive abilities, Competition / Participation (local, state, national, international), Field/Industrial Visits, Guest Lectures. Workshops, internships, and practical training programmes, innovative projects and practical are carried out. Project work, seminars, case studies, and mind mapping are the individualised participatory learning activities in practice. Peer teaching, tutorials, group discussions, model-making, organising exhibitions, interactive lectures by eminent resource persons, brainstorming, role play, documentary and short film-making, field research, academic debates, quizzes, magazine and newsletter designing, debates and other competitions are a few examples of the group activities.

Problem Solving- Departments support students in acquiring and refining their problem-solving abilities by involving students in Case studies, Analysis and Reasoning, Discussion, Quizzes, Research Activities, chart/model making etc. Academic clubs like Red Ribbon, Nature Club, Rasaynika, Computer forum, Biotechnology Society, Hindi Sahitya Sabha, History Forum, Samarpan Club, etc. organizes Intercollegiate, interdepartmental and departmental academic / cocurricular activities.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://drive.google.com/drive/folders/121T9p3d8nOciwGT9p4mttZmecaFXbSuN

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

The college offers Wi-Fi connection for faculty, staff as well as students to get connected to the internet. The institute puts a lot of effort into setting up an electronic learning environment in the classroom. There are DLPs and availability of laptops in every classroom. In order to provide a better exposure and information from around the world, guest lectures have been organised and virtual labs and classroom environments have been set up using Polycam. E-learning is improved by INFLIBNET and DelNet. Online learning resources are accessible to instructors

and students through National Digital Library (NDL). In addition to the Learning Management System, which provides students with access to E-notes, E-books, question banks, Power Point presentations, etc., the college also provides a digital library platform for teaching material. Web-based learning is facilitated by open educational materials like YouTube, SlideShare, and documentaries. To promote active and collaborative learning and understanding, software such as ETNL, MATLAB, SPSS, Mathematica, R programming, Atomic Absorption Spectrophotometer, LATEX, IMAGE analysis, Oracle 10g professionals, etc. is used by respective departments. Various ICT-aided teaching and learning approaches, such as interactive E-podiums, document cameras, digital writing pads, etc., are used in addition to traditional lecture and interaction methods in the classroom.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://staloyuscollege.ac.in/en-in/wp-content/uploads/2023/12/ICT-Tools.pdf
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

115

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

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

Academic Calendar: Before the start of the new academic year, the college develops a two-tiered plan for the new session. The different departments first construct their own departmental calendars. The principle, in coordination with the department heads and the staff council secretary, plans and develops the academic calendar. Before printing the college diary, the diary committee gathers the major departmental activities, the college's

extracurricular and academic programmes, the dates of re-opening, the start of exams, and other noteworthy events. Additionally, the college website displays it. The academic calendar is followed to carefully. However, in the event of any unforeseen circumstances, the authorities make the appropriate adjustments and post the same on notice boards and websites.

Teaching Plan: The teaching plan is envisioned at three levels: the college level, where the master timetable is created; the department level, where the course-by-course timetable is created; and finally, the level at which each faculty member is employed, where the subject- and unit-specific teaching plan is developed. Teacher-by-teacher lesson plans are published to the College's LMS. The HODs monitor how well the lesson plan is being implemented, and they make sure that the course is completed on schedule and efficiently with the necessary number of practical and theoretical inputs. Any deviations are reviewed with the appropriate faculty member, and special classes are planned if necessary.

File Description:

Upload the Academic Calendar and Teaching Plans during the year

LMS (<http://electures.staloyuscollege.ac.in/login/index.php>)

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

115

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

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

74

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	View File
Any additional information	View File

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	View File
Any additional information	View File

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**

26

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

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	View File
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

During the 2022-23 academic year, we aligned with NEP 2020, adopting a semester system that splits evaluation into 40% internal and 60% external assessments for all courses. This approach ensures a thorough academic assessment.

We launched custom software, hosted on the cloud and secured via HTTPS, to manage examinations seamlessly, integrating with our ERP system for enhanced efficiency, including on-demand Marksheet generation.

The admissions process has been updated to reflect semester requirements, with unique Examination Roll numbers issued each term and documents like Admit Cards and Attendance Sheets redesigned for NEP compatibility. Result communication is facilitated through new SMS templates and a specialized result declaration portal.

Internally, we've bolstered our assessment system with two formative and one summative evaluations, choosing the best two for internal grading. Assessments are conducted online and offline, incorporating diverse methods like tests, seminars, and quizzes. Marks are recorded in our EMS database, reflecting our commitment to accurate and fair evaluation standards.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1ntkXMfoz6G-6oyu_kHAtRy0ds8nMq5Dv/view?usp=sharing

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 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 Blooms' Taxonomy i.e. every course outcome is defined for its cognitive levels.

Mechanism of Communication

The PO's, PSO's and CO's are available online on the college's website. Hard copies of the syllabi with learning outcomes are in the departments for ready reference by 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 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)	View File
Upload any additional information	View File
Link for additional Information	https://staloyuscollege.ac.in/en-in/po-psy-co/

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

Each course has specific, measurable learning outcomes that focus on developing skills and are ambitious yet achievable. The assessment of these outcomes is conducted through both internal and final exams, leading to the calculation of Course Outcomes (CO), Program-Specific Outcomes (PSO), and Program Outcomes (PO).

To determine the CO, exam questions are aligned with them. Student scores are averaged (0.5 from internal and 0.5 from the final exam). Students' percentages categorize them into three levels: Level 3 (>65%), Level 2 (50%-65%), and Level 1 (33%-50%). The CO attainment level is calculated as:

$$\text{COAttainmentLevel} = \frac{\sum (\text{IndividualStudent'sAttainmentLevel})}{\text{TotalNumber ofStudents}} \times \text{TotalNumber ofStudents}$$

For PSO calculation, each CO is mapped to PSOs with a weight (3, 2, 1, or 0). The PSO level is the weighted average of the COs:

$$\text{PSO} = \frac{\sum (\text{WeightofCO} \times \text{AttainmentLevelofCO})}{\sum \text{Weights}}$$

The PO is determined in a similar manner as PSO, mapping COs to POs with assigned weights, then taking a weighted average:

$$\text{PO} = \frac{\sum (\text{WeightofCO} \times \text{AttainmentLevelofCO})}{\sum \text{Weights}}$$

These calculations offer a systematic method to quantify the attainment of educational objectives within the course.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1LwuDbkfTD0J4hj65fIMcvvjuhtzD4-8c/view?usp=drive_link

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

1891

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://drive.google.com/file/d/1It3m38c2iuEyMo0WW_LkAcaS3yx7075e/view?usp=sharing

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

<https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2023/11/SSS-Analyser-22-23.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 with research instruments has facilitated growth in scientific temper, attitude and interdisciplinary research. The college regularly invest substantially for the maintenance and improvement of labs and upgraded with the equipments for research and development. DELNET, and INFLIBENT facilities are made available to the faculty and students to facilitate their research activities. The college has well defined research policy, aims to create and support a research culture among its teachers and students. Staff members are also provided fund and granted leave for attending and presenting research papers in conferences within and outside the countries, encourages the faculties to apply for research project and update themselves with latest skills through training programmes and upgrade with attending short term course. The college has collaborative linkages and MOUs with educational / research institutions exchanges the research expertize with other state, national and international institutions. The College organise seminars sponsored by ICSSR and workshops on Analytical Techniques sponsored by STUTI, Sericulture, Vegetative Propagation. To initiate research activities, PG and UG students are insisted to undergo field training, internship and involve

project work, organised educational tours to Udaipur Food & Beverage Ltd. Jabali Papers, Narmada Gelatine Factory, Mukund Biotech, Shivshakti Plant Tissue Culture Industry.

File Description	Documents
Upload the Minutes of the Governing Council/Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	http://staloysiuscollege.ac.in/en-in/research-development-centre/#16032Core_Committe_Members
Any additional information	View File

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)

297245

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

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

06

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

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)

580000

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

03

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1t4rmK4eSO7BPPahgkMeEHONR031gLRPy/view?usp=sharing
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

16

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

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

03

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://drive.google.com/drive/folders/1BbSyeiyIzJ1cMHxOkJ72tUSq93qZA237
Any additional information	View File

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 in promoting research activities and created an ecosystem for innovation through centers like incubation and other promotional cells/committees. The College provides a conducive atmosphere, infrastructure, resources for enhancement of innovations and incubations. Students are motivated to learn skill development by participating in the different certificate courses organized by various departments of college and DIC (Bio Design Innovation Centre), established by the funding granted from MHRD, New Delhi. Students inspired to think innovative idea as per their interest and also for the development of innovative prototypes. The developed product/ prototypes have been authenticated by running it under experimentation under the guidance of DIC and research & development center (R&D), SAC. After getting the satisfactory data it pushed forward for incubation by Incubation Center (IC), SAC and Entrepreneurship development cell. The Institution Innovation Council (IIC) is an initiative taken by the Ministry of Education's Innovation Cell (MIC), Government of India, to enhance the culture of innovation.

College has been awarded 3 stars (out of 5) in rating list of IIC. Under the MSME Innovative (Incubation Component), incubation of innovation of ideas for technology development for commercialization and promotion of startups.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1G8jAh8paPNmLSGDS6EdRAtCNzO6S7scx/view?usp=sharing

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

18

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

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	View File
Any additional information	View File

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	https://staloyuscollege.ac.in/en-in/research-development-centre/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

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

54

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

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

Book-7, Chapters-63

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1IwasMfCGVmo0X17BSs6dIFs0V4oKqVWy/view?usp=sharing

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**

15

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

4

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

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

151050

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

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

250584

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

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 non academic clubs and societies. The college also established the Institutional Social Responsibility (ISR) to provide social awareness as well as cultivate humanity, imparting of knowledge and skill to our students. Various activities like Tree Plantation, Yoga, Water Conservation, Earth Day, Health & Hygiene, Thalassemia, sanitization, e-waste management, helmet awareness drive, nukkad natika, celebration of social justice day were conducted.

These programmes sensitize the student volunteers about social concerns and participation in the extension develop critical thinking skills, leadership skills and time management. The Working outside the Campus and diverse social groups of people allows more self-confident and they learn management skills, communication, leadership and teamwork which enable them to become good leaders and well mannered citizens. It extended a helping hand to the needy and marginalised. The students are made aware of health issues and are trained to lead a healthy life, sense of responsibility towards the environment, empathy and sensitivity towards fellow beings, to promote cleanliness in all span of life, civic sense and team work, enhancement of knowledge and technical skills, national building and good citizenship, a clean green environment, combat gender injustice.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/drive/folders/1BbSyeiyIzJ1cMHxOkJ72tUSq93qZA237

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	View File
e-copy of the award letters	View File
Any additional information	View File

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)

61

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2590

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

57

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

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)

35

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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 upgraded the hosting of the website Content Management system. To boost the blended learning system

the college has internet leased line 1:1 with an increased bandwidth of 50 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	View File
Paste link for additional information	https://drive.google.com/file/d/12ZJXFVLIY6CN0mdDlqOvZiaKeCTvapoa/view?usp=drive link

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 of 13.41x6.1 sq. meters was established in 1951. The institution also provides for outdoor games like volleyball (18x9 sq. meters, 1951), and basketball (28x15 sq. meters, 1951). Since 1951, 4.29 acres of ground has been 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's 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 tracksuits to students for all tournaments/ cultural events. 326 students have participated in sports which is 6.14% of the strength.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/16fb04e6L0HbIE6tAwCUQqW9Rp0biVg_z/view?usp=drive_link

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

34

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

Rs. 19, 30, 85,085/-

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

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 and follows the open access system, it uses the LMIS (Library Management and Information System), eCAS Version: 23.9.13.1855. 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, Circulation Slip.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1Aw8OEYrnA3UvBqwc4wBaPOV5buEzBjJ2/view?usp=drive_link

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
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File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

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

14,46,515

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

330

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

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 service 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 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, Seqrte NGM-350) for enhancing the security of the servers and campus network
- Quick Heal Server edition of Antivirus,
- Wi-Fi networking over OFC backbone of ILL of 50 Mbps for faster and 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	View File
Paste link for additional information	https://drive.google.com/file/d/1F0AlDmssg42gKEfxft0_hEQZVWcLeIbh/view?usp=drive_link

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
5505	434

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

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

D. Any one of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1jblEhGYUP6aMmeogDhjvIZmW6ZLZJh1Q/view?usp=drive_link
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

3,14,81,262

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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 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 is 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 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 clean campus and infrastructure. Besides periodic maintenance, preventive and breakdown maintenance are carried out for effective utilization of infrastructure.

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1T_h9zQGJd_Tv6oR4xm3TUsbnLXcSRTpt/view?usp=drive_link

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

1448

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

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

264

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

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	https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2023/11/Capacity-Development-and-Skill-Enhancement-activities.pdf
Details of capability development and schemes	View File
Any additional information	View File

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

1368

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

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	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

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

175

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

460

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

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

21

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

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

50

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

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

St. Aloysius College has a dynamic student council and active student representation in the academic and administrative bodies/committees of the institution. It serves as the responsible voice of the students in various matters of student interest. It fosters a cohesive relationship between the management, teaching

fraternity, student body and other stakeholders. The Council comprises of meritorious students of every class. The meetings of the Council are held periodically to solicit feedback and suggestions from student representatives on the issues related to the student. The suggestion and grievances given during the meetings are recorded and appropriate action is taken on the same.

Representation of students in academic and administrative bodies/committees

The students are represented in various academic and administrative committees. Student bodies in each department organize various events based on the objectives of the respective associations. There are student representatives in various bodies and committees including:

- Members of the IQAC
- Departmental Clubs and Societies
- Women Cell
- Anti-ragging Committee
- Grievance Redressal Cell
- Anti-Sexual Harassment Cell.
- Entrepreneurship Development Cell
- Literary & Cultural Associations
- Sports Club
- NCC
- NSS
- Magazine Committee
- Library Committee
- St. Aloysius College Alumni Association
- Placement Cell

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1ZxnEbJg2h41ahwYwPBotrKgsh3T7Ac_o/view

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

12

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

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 College Alumni Association (SACAA) provides invaluable support, not only in terms of financial aid but also in cultivating a supportive and well-connected educational community, which significantly contributes to the institution's development and success. It is continuously working to foster the organization's core values and standards of excellence. They help institution to bridge the curriculum gap between industry and academia as many alumni are leading their industries. It also organizes motivational lectures as well as professional seminars in their areas of expertise. Alumni help students for training and job placements also. Book bank facility has been established by SACAA to support academic development. They also guide students to develop their business skills and help them start their own businesses. Our Alumni also play a proactive role in making IQAC work effectively. Alumni associations foster strong networks of successful graduates, which can benefit current students. They provide mentorship opportunities, career advice, and internships, facilitating professional growth and job placement for students and recent graduates, helping students transition into the workforce successfully. The alumni have also stepped up to offer financial support. Alumni have contributed to the well-being of students by providing them with scholarships, sponsored medals, and cash prizes.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/16yGeHCRfd--P8SwA_ROEDavZTgYyK9mA/view

5.4.2 - Alumni's financial contribution during the year	C. 5 Lakhs - 10 Lakhs
File Description	Documents
Upload any additional information	View File
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	
<p>Five core values accentuate the obligations inherent in the mission of the college: knowledge, research, skill, self-reliance and humanitarianism.</p> <ul style="list-style-type: none"> • Knowledge-Continuously evolving pedagogies to impart knowledge and create awareness effectively. • Research- Creative and innovative research practices through SMART goals: Specific, Measureable, Attainable, Relevant and Timebound. • Skill- Honing the skills, capabilities and abilities of students through 4H approach: Head, Heart, Hands and Habit • Self-reliance-Regular activities for skill development that can make students self reliant and job ready. • Humanitarianism-Instilling the virtues of empathy and understanding for the most vulnerable and the downtrodden through value based education. <p>The vision statement of the college motivates the students to achieve excellence in academics, character formation leading in turn to development of a Holistic and scientific temperament.</p> <ul style="list-style-type: none"> • Excellence in Academics- Committed, consistent and diligent teaching and learning to impart knowledge and widen horizons and critical thinking as is evident from good results. • Character formation- Creation of sound moral character with strong fundamental basics and values. • Holistic Development- Whole person education by focusing on the social, emotional, physical, mental, spiritual and intellectual growth. • Scientific Temperament development-Attitude of logical, rational and scientific thinking, decision-making, observing and verifying 	

The college has been functioning efficiently through decentralization managed effectively through statutory bodies working in the college. All the decision making bodies are established at the commencement of the session and they function throughout the year for the fulfillment of the institutional vision, mission, objectives and means.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1jmrgGvz_GzV7KJLIt9eFZgRpQCXHCd7s/view?usp=sharing

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

Participatory management is achieved in the college by empowering faculty and students in administration, planning, and policy making. To increase productivity, motivation, job satisfaction, quality enhancement, and enhance the process of decision making. The institution adopts practices that can build team spirit and produce good leaders.

Standing Committee- The standing committee comprises of Principal, Controller of Exam and Senior Staff members. The Standing committee is duly constituted by the Principal at the beginning of every session. This committee caters to urgent matters concerning discipline, examination, administration and policies issues at the college level. All urgent matters related to college are discussed in the Standing Committee. The conclusions drawn and decisions taken in the standing Committee are then discussed in the Staff Council Meeting.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/drive/u/1/home

6.2 - Strategy Development and Deployment

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

Strategic planning at our institute serves as a robust framework for achieving key educational goals. This forward-looking approach involves crafting actionable plans that ensure we meet and exceed our performance benchmarks. Our strategy not only defines the trajectory for academic excellence but also positions us competitively within the educational sector.

The institute has a keen focus on fostering scientific temperament in students, nurturing traits such as curiosity and critical thinking through hands-on training. This is exemplified by the Department of Botany's Bonsai Cultivation workshop and career counseling for bioscience students, which reached over a hundred participants. The Department of Biotechnology's internship program enabled 58 undergraduates to delve into DNA research and plant tissue culture, enhancing their practical skills.

In the realm of applied chemistry, 126 students participated in training on manufacturing daily use products like soap and sanitizers. The Department of Zoology augmented the curriculum with a practical visit to a sericulture unit, benefiting 34 students. These initiatives underscore our commitment to an education that marries theory with practice, equipping our students with the skills needed to thrive in modern scientific domains.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://drive.google.com/file/d/1XXQPrIxFG3qq6G6BjbGZtcOY02d6RJW2/view
Upload any additional information	View File

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.

Academic leaders inspire and motivate their faculty to strive for excellence amidst volatility and uncertainty. To nurture leadership a decentralized functional setup is followed. A structured three tier Academic and Administrative decentralization setup is instituted for multifaceted benefits of delegation contributing to effective governance. The decentralization setup

consists of Principal at the top level, followed by two Vice Principals and then the HODS. The purpose of this three tier system is to provide decision making power and authority to the faculty. The Vice Principal and HODs function as academic leaders sharing academic, programmatic, managerial, and fiscal responsibilities. They verify the adequacy of instruction, monitor academic integrity and are responsible for student recruitment, admission and their overall academic progress. They are responsible and answerable for every function of the department. This systematic arrangement promotes spirit of group cohesiveness and participation

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

File Description	Documents
Paste link to Organogram on the institution webpage	https://drive.google.com/file/d/18Gw24lsFAAlkuRHU01p4o0-R3f7X_KYR/view?usp=sharing
Upload any additional information	View File
Paste link for additional Information	https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpd iI6InViTTdCbWlRVtJxN1dpL3JmcVFSVFE9PSIsInZ hbHVlIjoiakxrUGNZTkNPagZWNk5aUlJreGtxVi9ub 3BtTVl6SmxGdlNYTnhxOVdrSzBiZExOc1FjVkyxOHp zRWNrMUTvRSIsIm1hYyI6IjA2M2ZhNTIzMGI1ZDlmM 2RkNGFkNTJmODZiYjRkNjI2NTdjY2YwNDUzMGI0ODB jNWVlNTgxNzhhNWJkZGJkNjkiLCJ0YWciOiIifQ==

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) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

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

At our institution, the well-being of our staff is paramount, fostering an inclusive, family-oriented environment that enhances both physical and psychological health. We provide comprehensive medical insurance and seed money for research to encourage scholarly publication and professional growth. Additionally, we support faculty pursuing advanced studies with recognition for academic excellence and research achievements through annual awards.

Our commitment extends to professional development, offering duty leave for participation in various educational programs and endorsing attendance at conferences to maintain a global perspective. The staff association celebrates individual milestones, ensuring a culture of appreciation and community. We also ensure work-life balance with provisions for maternity leave and recreational activities like sports events.

Technology-wise, we have transitioned to virtual teaching aids and offer campus-wide Wi-Fi access. Our facilities include well-equipped computer and language labs, extensive library resources, and dedicated departmental rooms to support research and academic endeavors. To nurture a holistic work environment, we organize spiritual development sessions and annual outings for team building. Essential amenities like ample parking, a canteen, and clean water ensure a comfortable daily experience for all staff members.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/16Xm5upF3uvtwjBRKPNS8Kit_WDLHbLds/view?usp=sharing

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	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

9

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

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	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Internal audit is carried out by the Finance Committee which also reviews the budget and statement of expenses every quarter. External financial audit is executed by an audit firm..

Internal Audit Mechanism:

The audit wing of the UGC visits the college from time to time and inspects all the files relating to the financial matters all the receipts and payments. Corrections and clarifications are executed on the basis of the audit report. For the grants received from the UGC, utilization certificates are primed according to the permissible expenditure under various heads.

Authentication of the financial data is accoutered by the Principal. The Purchase committee, contemplates the quotations taken from sellers. The inventory audit is conducted to verify the equipment, computers, furniture and fixtures, and infrastructure in the department and administrative offices.

External Audit Mechanism:

A Chartered Accountant, who works as an auditor is appointed by the College. Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is done by CAG. The audit objections/compliance, is handled by the Accounts Department.

Accounts are audited by L. D' Souza & Co., Chartered Accountants, Nagpur. Subsequently, a Governmental audit is done annually by the Office of the Accountants General, Gwalior, (Madhya Pradesh). All Financial decisions are solicited after approval is granted by the Governing Body and the Foundation society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1duFPlS0ydP6kDKS0-rQJJHnfoKkxIiL-/view?usp=sharing

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)

4,58,239

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The college makes every effort for resource mobilization. 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 different department 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	View File
Paste link for additional Information	https://drive.google.com/file/d/1q_BooX5siAX0yoZXzHwLHDK-YI64uBAH/view?usp=sharing

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)

Best Practice #1

HIBI of MSME- The College has become a recognized Host Institution for implementation of the incubation component under MSME Innovative scheme by MSME. St. Aloysius College (Autonomous) is the only non-technical institute of Jabalpur which has received this recognition. In future, the institute will work as a facilitator and will be able to submit new innovative ideas to the MSME for getting financial support under the MSME innovative (Incubation component) scheme as per the guidelines.

Best Practice # 2

ECU GB- The Global Business Classes (ECU GB) commenced by the Department of Commerce in collaboration with East Carolina University USA, La salle University Columbia, through Zoom Meet App. The course was well received by all the participants, the students learned the major perspective of Global business, different rules and regulations to be kept in mind before going for international trade. Also they learned the patterns of different international market in the course. The resource persons of the same were knowledgeable and cooperative to take up the queries of all the students. Practical knowledge through projects and assignments were given to analyze the learning skills and behavior of the participants.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://docs.google.com/document/d/1EtP6ci2OMc9BsLiyTrOKZ38KIkdE/edit?usp=sharing&oid=109917860370012127429&rtpof=true&sd=true

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

To review the teaching learning process, IQAC has established PO, PSO and CO mapping structure for all the concerned departments where the respective departments are required to prepare and map their syllabi as per the Local, Regional, National and International needs and benchmarks. Keeping in mind the current requirement of Market and Industries, the EES (Entrepreneurship, Employability and Skill Enhancement) have been given due emphasis after being approved by the BOS and the final approval by the Governing Body. Inclusion of Blooms' Taxonomy in the syllabi, attainment of CO, PO and PSOs and, also the methodology includes preparation of question papers and evaluation of answer booklets of the students using Blooms' Taxonomy. Keeping the view of local, regional and global needs, the syllabi has also been upgraded applying local, regional and global needs. 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.

Field work, internship, community service - to make the students market ready and industry ready they have been offered different types of field works, internships and Community services where they get exposure of practical learning and they become job ready from the very beginning of their career.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1Ft1Bg_LXX1-yLMTngrSCqpBD80LqT99i/view?usp=sharing

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
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File Description	Documents
Paste the web link of annual reports of the Institution	https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2023/11/IQAC-report-2022-2023.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

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, Jabalpur, has actively promoted gender equity and women's empowerment since the establishment of its Women Cell in 1997. The cell's vision is to provide a unique platform for member development, fostering contributions to society. It concentrates on cultivating responsible and value-driven leadership in female students, molding them into responsible citizens within themselves, society, and the nation.

Throughout the academic year, the Women Cell conducted various initiatives, including health camps, educational programs, awareness campaigns, and training sessions. Collaborating with the NSS, the cell organized a Covishield vaccination camp to ensure students' vaccination access. An educational program on "Vedic Mathematics" enhanced problem-solving skills, while an awareness campaign addressed women's societal challenges, emphasizing empowerment and egalitarianism.

A sanitization awareness program stressed health and hygiene, and a distinctive "She Drives" camp empowered female students through four-wheeler driving. International Women's Day featured a Speech Competition on "Women Empowerment in India," raising awareness of women entrepreneurs' status. Additionally, a two-day Training Program on "Website Design" improved students' technological proficiency.

These activities reflect the institution's unwavering commitment to gender equity and women's empowerment, equipping students with valuable knowledge and skills to excel in diverse fields and make meaningful contributions to society.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1fBODRBURL12S_4b4ZzjQtmgKnDTLaZQe/view?usp=sharing

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

B. Any 3 of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

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 is dedicated to environmentally responsible waste management for a sustainable future. Our comprehensive approach covers various waste categories, ensuring ecological sustainability and the well-being of future generations.

Solid Waste Management:

- Strategically placed bins across the campus segregate biodegradable and non-biodegradable waste.
- Biodegradable waste is transformed into valuable manure

through vermicomposting.

- Plastic bags, cups, and laminated paper plates are strictly prohibited to reduce non-biodegradable waste.
- Ladies' restrooms feature incinerators for the hygienic disposal of sanitary napkins.
- Used papers are recycled or composted.

Liquid Waste Management:

- Laboratory acidic chemical waste is diluted and safely discharged into the college's drainage system.
- Toilet wastewater goes to the municipal drainage, while water cooler runoff and departmental wastewater irrigate our gardens.

Hazardous Chemical Waste:

- Micro-scale experiments are used to minimize hazardous chemical waste, ensuring responsible reagent use.

Biomedical Waste Management:

Autoclaving is applied before disposing of biomedical waste, such as gloves, masks, syringes, cotton, culture tubes, and media, in designated bins.

E-waste Management:

- Unusable electronic components are responsibly sold to authorized dealers, including buy-back policies.

The students are educated about responsible waste management practices through lectures and notice board campaigns and remain committed to reducing waste and environmental stewardship on our campus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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. Any 3 of the above
File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 	A. Any 4 or all of the above

5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

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	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	View File

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 a home to a diverse group of students, creating a vibrant and inclusive community. Through numerous activities, the college promotes an environment of mutual respect and cooperation among**

students.

- The Jabalpur Inter-religious Forum (JIRF) plays a pivotal role by annually celebrating major Indian festivals like Deepavali, Id, Guru Nanak Jayanti, Mahavir Jayanti, and Christmas. The participation promotes religious diversity on campus.
- To instill a deep sense of tolerance and appreciation for diversity, the college observes numerous events, including Communal Harmony Week, International Day of Zero Tolerance, Sant Ravidas Jayanti, World Day of Social Justice, Zero Discrimination Day, International Women's Day, Diversity Day, and Bhartiya Bhasha Utsav.
- The institution promotes language diversity by offering elective courses in English, Hindi, French, German, and South Indian languages. Hindi Diwas and International Hindi Diwas celebrate Hindi's global significance and heritage, emphasizing India's linguistic diversity and cultural preservation.
- The clubs and societies engage in community service, NSS and NCC volunteers awareness campaigns and rallies to promote national integration while actively participating in various social and economic activities.
- St. Aloysius College instills in its students the spirit of positive change agents. The walls of the Prerna (Auditorium) and College gate are etched with religious motifs, symbolizing the institution's ethos for cultural and communal diversity

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

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

St. Aloysius College has implemented a comprehensive program aimed at educating students about their constitutional rights and responsibilities.

- Every working day, the college unfurls the Triranga by the teachers in rotation at 7:50 a.m., and then the students and teachers unite in singing the national anthem. It creates an environment of harmony as well as a sense of being

responsible citizens.

- Following the flag ceremony, the college holds its assembly, where the "thought for the day" revolves around various current issues and significant commemorative days. These thoughtful presentations are designed to instill values and promote an understanding of constitutional rights and responsibilities among students and staff.
- SAC also commemorates key national events, such as Independence Day and Republic Day, to honor the principles of freedom, liberty, equality, justice, and fraternity enshrined in the Indian constitution.
- Furthermore, the institution conducts various activities throughout the year, focusing on constitutional obligations. These activities include observing Kargil Vijay Diwas, Gandhi Jayanti, Constitution Day, blood donation drives, Human Rights Day, and events dedicated to the fundamental rights and duties of citizens.

SAC's commitment to fostering an informed and responsible citizenry is evident in its consistent efforts to raise awareness about these essential aspects of Indian democracy.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

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	View File
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	View File
Any other relevant information	View File

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

The institution's commitment to fostering holistic development is prominently showcased through its vibrant celebration of national and international commemorative days, events, and festivals. These events, which form a cornerstone of the college's extracurricular program, span a wide range, from Hindi Diwas to World Cultural Day. Each celebration is meticulously curated to instill specific values and knowledge. For instance, Sadbhavana Diwas emphasizes the ideals of peace and goodwill, while National Sports Day underscores the significance of physical prowess and teamwork. Observances like Rashtriya Ekta Diwas and National Integration Day are designed to foster a deep sense of unity, national pride, and integration among students. Meanwhile, academic-focused celebrations such as National Mathematics Day and National Science Day highlight the institution's unwavering dedication to promoting excellence in STEM fields.

The college diary, a comprehensive document that lists these significant events, stands as a testament to the institution's vision of a well-rounded education. Through active participation in these events, students gain multifaceted insights into diverse cultures, values, and academic disciplines. Moreover, events like Army Day and World Health Day ensure that students are not only academically proficient but also socially aware, responsible, and equipped with a broader understanding of their roles in the global community. This blend of cultural, academic, and social celebrations ensures that students emerge as well-informed, responsible, and globally-aware individuals

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

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

St. Aloysius College's Peace Education Program uniquely integrates art, music, and dance into its curriculum to promote peace, empathy, and cultural respect. This innovative approach aims to instill in students key skills for the 21st century, addressing the challenges of adapting to diverse academic settings and engaging students across various disciplines while bridging cultural gaps. The program aligns with existing schedules and infuses peace principles into traditional education, despite the hurdles.

The arts serve as effective teaching tools, connecting students from different backgrounds and fostering leadership qualities vital for the global job market. The "Creative Approaches to Peace" course, supported by UBCHEA, concluded with a ceremony for 32 students, attended by Professors Wong and Spurgeon. It tackled the task of making peace education relevant to students' careers, employing creative and participatory methods for deeper understanding.

This transformative educational approach not only focuses on societal peace and character development but also promotes religious freedom and inclusivity. With plans for continuous workshops and programs, the Peace Education Program is poised to make a lasting impact.

File Description	Documents
Best practices in the Institutional website	https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2023/11/Best-Practices-22-23.pdf
Any other relevant information	https://drive.google.com/file/d/1l0uWXOcKgyXVtoU63Zh3TNEEnM6wCqapy/view?usp=sharing

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)

At St. Aloysius College, we view each student as a unique blend of abilities and dreams, more than just intellect. We embody a nurturing approach to education, aligning individual talents and career aspirations with broader societal needs, reflecting our vision of nurturing value-driven societal contributors.

Our "Aloysian Whole Person Developmental Paradox" embodies a holistic educational philosophy. It's a student-centric, collaborative approach that extends beyond traditional learning, fostering connections with society and the environment in a web of interdependent systems.

Academically, we pursue excellence, ensuring inclusivity and accessibility. Our learning environment is rich with technology, collaborative tools, and project-based approaches that encourage research, innovation, and diverse perspectives through active engagement and discussion.

In global competency development, we emphasize global education, offering developmental activities, vocational programs, and professional training to enhance students' competencies to meet international standards.

Our commitment to community and environmental relationships fosters socially responsible future citizens through student involvement in social clubs and activities, emphasizing the integration of social, intellectual, and ecocentric education.

The Peace Education Program emotionally equips students for global harmony, incorporating peace education and value-building exercises like yoga into our curriculum.

Lastly, innovation and entrepreneurship are cultivated through our start-up initiatives and innovation cells, where students develop inventive and business skills, showcasing originality and enhancing employability.

File Description	Documents
Appropriate link in the institutional website	https://staloysiuscollege.ac.in/en-in/wp-content/uploads/2023/11/Institutional-Distinctiveness-22-23.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of Action 2022-23

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

Teaching, Learning, and Research

1. Expand pedagogical approaches focused on engaging students in learning across the curriculum through field projects and internships under NEP.
2. Involve undergraduate and graduate students in rich and varied research, creative projects, and multi-disciplinary under the STAR scheme.
3. Achieve high-impact, translational, and innovative research under the Design and Innovation Center.
4. Applying for more major research projects by faculty members.
5. Student faculty exchange programs outside India
6. To start value-added courses in asynchronous mode.

Infrastructure

1. Construction of additional infrastructure
2. Install solar panels for energy conservation.
3. To establish a media center.

4. Implementation of a smart book access system using RFID in the library

5. Assistive technology and facilities for disabilities

Memorandum of Understanding

1. MOUs' with international and National institutions of excellence.

2. MOU's with Corporates and Industry Associations to promote Academia-Industry Linkages, to enable placements, internships, training, etc. for the students.

3. Providing consultancy to school Teachers.

Others

1. To foster and strengthen more 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.