



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**ST. ALOYSIUS COLLEGE (AUTONOMOUS)**

**ST. ALOYSIUS COLLEGE, 1 AHILYA BAI MARG, SADAR CANTT., PENTINAKA  
CHOWK  
482001**

**[www.staloyuscollege.ac.in/en-in](http://www.staloyuscollege.ac.in/en-in)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

St. Aloysius' College, founded in 1951, is affiliated to Rani Durgawati Vishwavidyalaya and is managed according to the **Core Values** and **Education Policy** of the Catholic Diocese of Jabalpur:

- Nurturing and trusting environment.
- Honest, efficient, committed, and empathetic staff. Fair administration.
- Avant-garde instrumentation.
- Holistic, inclusive, multicultural, value and skill-based quality education.

A strategically situated, grant-in-aid, co-educational institution, envisioned with the motto '*Virtus in Arduo*' and a legacy of accomplishments, it caters to the growing diverse needs of students in the Mahakoushal region.

The **2022-2032 Aloysian Strategic Plan** has been drafted following the NEP 2020. It is designed to align with UN SDGs. Ranging from academic to co-curricular realms, faculty development, research, publication, and infrastructural facilities, the college has comprehensively grown and risen to greater heights and is creating new success stories year after year. This continuum of progress has assisted the institution to emerge as an esteemed educational hub of opportunities and prospects in Central India.

A Stellar achievement is the elevation of our then Principal Dr. Fr. Vazhan Arasu to Bishop, of the Catholic Diocese of Jabalpur. Numerous teachers have been awarded and recognized at national and international forums, which speaks volumes of the accelerated growth of the entire Aloysian fraternity.

Over 74 years, the institution has to its credit a progression of alumni who are luminaries in various fields. Listing a few from diverse fields: Shri Shravan Bhai Patel, Ex- Minister, MP Govt., Shri. Vivek Tankha, Member, Rajya Sabha, Justice Prakash Shrivastava, Chairman NGT, Justice Deepak Verma (Retd.), Supreme Court India, Lt. Col. Deepak Kumar Upadhyay, 9 Para SF, Lt. Col. Emmanuel Francis, 16 Rashtriya Rifles (Sikh), Lt. Cdr. Rounaque Grover, Indian Navy, Ms. Arpita Steele, former Sqn. Ldr. IAF, Mr. Nandan Dubey, former DGP MP, Mr. Prakhar Pandey, Manipur-Cadre IPS, Dr. Ruhi Haque, D.C.F., IFoS, Ms. Rashi Sikarwar, AC, CAPF, Mr. Sumit Gupta, FRO, SFS, Ms. Divya Rai, AD, Backward Class and Minority Welfare Department MP, Dr. Deepak Pandey, AD, Central Hindi Directorate New Delhi, Dr. Suddhasatava Ghosh, Scientific Officer IGCAR, Kalpakkam, TN, Mr. Shibu Alex, Senior VP, Goldman Sachs, Germany, Mrs. Michelle Francis, Associate VP Godrej to name just a few.

### Vision

**St. Aloysius' College strives for quality in academics, character formation, and developing a scientific temper thereby, opening new avenues for enriching life.**

The **Vision** of the institution has sketched the roadmap of the institution and the subsequent Aloysian Strategic Plans warrant the accomplishment of its long-term and short-term objectives, which focus on an equitable, inclusive, technology-driven, dynamic, globally competitive, multidisciplinary, wholesome education,

responsive to the needs of society with its pioneering approach and commitment to excellence.

## Mission

**We, the members of St. Aloysius' College, aim to create and facilitate an environment for knowledge, research, skill, self-reliance, and humanitarianism that moulds the youth to build a better world.**

The ideals encapsulated in the **Mission** of the college—knowledge, research, skill, self-reliance, and humanitarianism—accentuate the obligations of every stakeholder, enrich the educational journey of every student, and help transform them into humane, responsible, and empowered youth capable of bringing about positive change within society.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. The institution nurtures excellence through the following strengths:
2. The rich legacy of excellence in education, thereby creating a good public image in the region.
3. NAAC: 3 cycles: 2005-A+, 2011-A, 2017-A+.
4. CPE, DST-FIST, and DBT Star supported.
5. Visionary leadership, supportive management, and participatory decision-making.
6. Strong understanding between management, principal, faculty, staff, and students.
7. Competent, committed, and proactive staff.
8. Effective autonomy with academic flexibility.
9. Implementation of decade-long and Annual Strategic Plans.
10. Planned investment with optimum utilization in providing the best infrastructure and amenities in terms of well-equipped laboratories, well-stocked central and departmental libraries, well-designed acoustic auditorium, aesthetic conference room, spacious, well-lit classrooms, well-enabled fitness centers, appropriate audio-visual aids, a robust firefighting system, a 60 KW solar power plant, and an aesthetic fountain.
11. Central instrumentation lab to promote multidisciplinary research launch need-based projects and entrepreneurial ventures to develop patent, innovative products.
12. *Divyangjan*, Eco-friendly, state-of-the-art ambience conducive to teaching-learning.
13. Transparent admission process and equitable assessment of student's abilities.
14. Learning outcomes-based approach to curriculum with regular updates and a healthy feedback mechanism.
15. Traditional as well as transformational, technology-integrated, participatory teaching-learning pedagogies.
16. Discipline-specific, linguistic, and other skill-based certificate courses support vertical mobility.
17. Campus training and placements as student support initiatives
18. Regular state, national, and international level workshops/seminars/conferences/FDPs organized for academic enrichment.
19. Several institutional clubs and societies are involved in wide-ranging social activities to enhance community-based learning.
20. Incorporation of *Unnat Bharat*, *Sashakt Bharat*, *Viksit Bharat*, and other developmental schemes of the government.

21. Conscientious gender sensitization, equity, and empowerment of female students.
22. Mentoring and counseling to foster psychological well-being and promote self-directed and life-long learning.
23. Institutionalization of Value and Peace education to nurture socially responsible, morally upright students.
24. Numerous government, alumni, and institutions funded free ships and scholarships for students
25. There are myriads of accomplishments and success stories in the realms of Academics, Sports, NCC, NSS, ELC, and Cultural Activities.
26. Strong and encouraging alumni relations and support.

### **Institutional Weakness**

1. International linkages and collaborations are not yet optimized.
2. Limited revenue is generated through formal consulting services.
3. Restriction on building expansion due to stringent cantonment rules.
4. Prohibition on recruitment of new Grant-in-aid posts and heading towards cent percent self-financing.

### **Institutional Opportunity**

1. Augment international linkages and MOUs, paving the way for increased academic engagements, exchange programs, and collaborative research with reputed global institutes.
2. Academia-industry collaboration and consultancy services.
3. Attainment of University status.

### **Institutional Challenge**

1. Creating a high brand value both at the national and international level.
2. Attracting industry professionals as adjuncts or visiting faculty for extensive academia-industry consulting, corporate training, and the generation of funds.
3. Sustaining the institutional rankings attained so far.
4. Retaining teachers under self-finance courses.
5. Rigorous training with global counterparts, communicative competence, and other soft and life skills to be on par with the global best.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The institution designs, delivers, and adequately revises curricula that meet the needs of the stakeholders and incorporates contemporary requirements. The course syllabi are systematically approved by Board of Studies (BOS), Academic Council, and Governing Body. The curricular developments and innovations during the 4th cycle period are as follows:
- The college offers **21 Undergraduate and 11 Postgraduate programs** in diverse disciplines of Arts, Science, Commerce, and Management, allowing students to choose pathways that resonate with their

skills and prepare students for the ever-evolving job market.

- The institution has been a pacesetter in the State of Madhya Pradesh in the implementation of NEP-2020 in spirit by offering maximum options with **101 minors, 139 electives, and 19 vocational courses**. A total of **552 new courses** were introduced during the last five years, showcasing the institution's commitment to fostering employability, entrepreneurship, and skill development.
- The Programme and Course Outcomes (POs & COs) are measurable and mapped to address **Local-Regional-National-Global** needs.
- The institution has evolved a value framework inclusive of **UN SDGs and values enshrined in NEP**. The topics in the syllabi are mapped with these values to create awareness among learners.
- These values are consciously integrated in the form of topics on cross-cutting issues in the approved curricula. **Thirty-seven courses** create awareness of Environment and Sustainability issues; **25 courses** address Gender equity issues; **34 courses** inculcate Human values; and **47 courses** have components of Professional ethics.
- Experiential learning activities such as internships/projects/community service/field and industrial visits are integral components of the curricula across all programs.
- During the last five years, **114 value-added courses** have been offered outside the curricula that cater to the development of domain-specific, technical, and language skills, thereby bridging the gap between academia and industry.
- Feedback specifically on curriculum is taken through software from alumni, employers, students, and peer group academicians. The analysis report is generated, based on which ATR (Action Taken Report) is prepared by departments.

## Teaching-learning and Evaluation

- The institution adheres to the admission policy of the government, ensuring transparency. The average demand ratio of applications is 1.4:1. Seats are reserved for minorities as per norms.
- Full-time teachers are appointed by the institution on 100% sanctioned posts.
- An **orientation programme** is organized for newly admitted students at the commencement of the academic year. Bridge courses are conducted for newcomers to abreast them with the fundamentals of the subject.
- The college has an integrated approach to identify the differential needs of diverse groups through learner-level identification mechanisms. It adopts a cohesive approach to classify and assist advanced and slow learners. Advanced learners are stimulated to research by working on challenging experiments and projects. Slow learners are given extra attention through remedial classes.
- At the onset of every academic session, the academic calendar is published in the college diary. Additionally, the master timetable enables a teaching plan for every assigned class with learning outcomes clearly stated for each course.
- **ICT and innovative teaching-learning pedagogies** are implemented, and learning is made more student centric through individualized and group activities. Participatory learning activities are executed with impetus on student-centric and constructivist pedagogy. Experiential learning is ensured through internships, projects, educational tours, industrial visits and field trips. Problem solving methodology enables real world application of domain knowledge.
- Effective **Learning-Management-System** has been implemented synchronizing theory and practical programmes. Faculties are encouraged to use digital platforms, interactive boards for active and participative teaching-learning and have contributed e-content development both at the collegiate and state level.

- The institution maintains a local NPTEL chapter that boosts student participation in MOOCs.
- All the students are mentored through an effective **tutor-guardian scheme**. It serves as the pathway to the overall development of every student.
- The college has a well-ordered and pre-scheduled systematic mechanism for the conduct of the examinations. The results of the exams are declared within 20-30 days after their completion. With IT reforms in examination procedures, adequate measures are taken to ensure objectivity and transparency in continuous internal and external evaluation system.

## Research, Innovations and Extension

- Research innovation and extension are entwined in the academic culture of the college with well-defined policies for the promotion of research. Training programs are regularly organized on **IPR, entrepreneurship, and skill development**. Interdisciplinary research is promoted through multidepartmental collaborations. **Seventeen faculty members** are registered as PhD supervisors, and **5 departments** are recognized as Research Centers.
- The institution has fostered a cohesive environment that encourages start-up culture and innovation. Facilitated by the incubation centre, IPR and ED cell, the institute brags of **3 startups, 7 prototypes, 6 patents, 241 research publications, 320 books/chapters** and corporate training provisions.
- Adopting the Research Code of Ethics, the institution sees that integrity in research is strictly adhered to. The institutional committee takes care of experimentation on animals, chemicals, and bio-ethics. Mandatory plagiarism checks are incorporated through DrillBit software.
- The institution funds research activities and extends financial and infrastructural support to both faculty and students. Seed money of Rs. **12 lakhs** has been provided for carrying out research projects, for which the institution credits **7 major/minor research projects** funded by DST-FIST and DBT Star schemes.
- The scientific temper and attitude of the faculty, along with a well-established research center with sophisticated instruments, have brought in substantial interdisciplinary research. Computational facilities with relevant software support such as Mathematica, SPSS, Python, LaTeX, RStudio, MATLAB and databases like DELNET, INFLIBNET, EPWRF, PDFCHM and the American Library are available for research purposes.
- Believing in producing socially conscious citizens, values are inculcated through various extension activities organized under the flagship of **SPARSH**. Electoral, gender, health, environment, and sanitation literacy drives have been conducted by faculty and students from time to time for which they are facilitated.
- Faculty and students collaborate with research institutes, industries, and NGOs. These collaborations have gone a long way in widening horizons and opening new avenues in research.
- In the National Council of Bio-Design innovation project, sponsored by MHRD, New Delhi College is a **spoke institute** of Rani Durgawati Vishwavidyalaya, Jabalpur. The institution has signed MOUs with organizations for teaching-learning, internships, research, skill development and employability.

## Infrastructure and Learning Resources

- The college campus spans over **10.5 acres** housing four blocks: Fr. Van Eugelen, Bishop Dubbelman, C. V. Raman, and Mother Teresa. Elevator, passageways, ramps, and staircases provide quick access to all floors. The institution has **31 smart classrooms** with interactive flat-panel displays, **13 well-**

**furnished science laboratories, departmental research centers, departmental research centers, central instrumentation center, language lab, tech conference hall and an auditorium.**

- The institute has a fully Wi-Fi-enabled campus with a **100 Mbps 1:1 leased line** and free student access, **540 computing systems/ IFPD, 43 projectors, 12 Wacom Digital Pen Displays, 07 Podiums, servers**, licensed software, an **ERP system** for efficient e-governance, and academic management portals.
- A **Media Centre** equipped with professional-grade mixing equipment, editing facilities, studio, and a lecture capturing system.
- A fully automated Library using **eCAS software** and a reading room, comprising **83,923 books, 3351 textbooks in the Book Bank, 70 journals, 53 magazines, and 17 newspapers/ old periodicals**. The **Digital Library**, comprised of **40 computers** that provide Wi-Fi Internet access, has an extensive collection of offline and online e-resources through subscriptions to N-LIST and DELNET. It offers access to various OERs, including the NDL, Directory of Open Access Books, e-PG Pathshala, NPTEL, and SWAYAM. The Departments have in-house libraries comprising reference books. The college has acquired plagiarism detection software **Drillbit** and EPW Database.
- Other facilities: **60 KW Solar Power Plant, 160 KVA Generator, 24x7 CCTV based Security System, Fire Fighting System** and fire extinguishers on all floors, solar street lights, a **centralized EPABX System**, Electrical Control Room, Vermicompost unit, Mushroom hut, garden with herbal plants, Cafeteria, Parking Area, Water Coolers, RO Purifiers, and sanitary napkin vending and incinerator machine.
- Support services are provided through the Placement Cell, NSS/ NCC, Women's Cell, Examination Cell, infirmary, and Girls' Common Room. The college offers fitness centres for men and women and indoor-outdoor amenities for sports activities.
- A sturdy policy is in place for the **purchase** of infrastructural facilities. The Principal, Vice-Principals, and Administrator oversee the **optimal use** of infrastructure. The **maintenance** of laboratories, libraries, sports facilities, and IT infrastructure is systematically managed by dedicated committees, in-house staff, and through AMCs.

## Student Support and Progression

- The institution emphasizes career counselling and training for competitive examinations by organizing workshops and special segments. Comprehensive resources for competitive exam preparation are available in the library. A **100-hour training module 'UDAAN'** prepares final-year students for campus interviews and aptitude tests.
- The college offers numerous programs to enhance students' skills and competencies. Over the last five years, a total of **118 soft skills, 19 language and communication skills, 22 life skills programs, and 70 technology awareness programs** have been organized.
- The college has provided substantial financial assistance to its students. **11,241 students have benefited from institutional scholarships, 6,544 from government scholarships, and 32 from other sources**. These efforts significantly alleviate students' financial burdens.
- A robust system is in place to address grievances, including those pertaining to sexual harassment and ragging, through statutory guidelines, awareness programs, and online/offline submission mechanisms. The institution strictly upholds a zero-tolerance policy for ragging.
- Numerous students have been placed in jobs and have progressed to higher education and a total of **112 students** have qualified in the state/national/international level examinations in the last five years.
- The prioritization of sports and cultural activities has yielded **96 sports awards and 57 cultural awards** at the International, National, and State levels.

- Student Council and student representatives of various committees viz; Institutional Quality Assurance Cell (IQAC), Anti-Ragging, Library etc., actively participate in planning and executing programs.
- The dynamic campus consistently involves students in a variety of events. Over the last five years, the college has hosted a total of **20 sports, 56 cultural, 24 technical/academic fests, and 56 other events** through active clubs and forums.
- The Alumni Association significantly enriches the student experience and institutional growth by serving as members of various committees, providing mentorship, enhancing the curriculum, assisting with placements, engaging in community service, and making financial contributions.

## Governance, Leadership and Management

- St. Aloysius' College, guided by an obligation to its mission and values, demonstrates exemplary institutional governance and leadership. Its strategic development and deployment are executed through the realization of long-term, mid-term, and short-term objectives stated in the Aloysian Strategic plans.
- A structured three-tier administrative setup, comprising the Principal, Vice Principals and Heads of Departments facilitates effective governance and decision-making at various hierarchical levels.
- Appointment policies, guided by **Statute College Code 28**, ensure adherence to transparent practices in faculty recruitment and service regulations. The institution employs a performance-based appraisal system, fostering a culture of self-evaluation and constructive dialogue. Staff members enjoy various benefits, including **insurance, provident funds, gratuity, interest-free loans, and PhD increments**.
- Every year on average, approximately fifty percent of the teaching staff complete orientation courses, FDPs, and national/international workshops. For most of these, the institution provides staff duty leave and funding through different budgetary allocations.
- In financial management and resource mobilization, the Finance Committee collaborates with allied committees to formulate strategies for fund mobilization and utilization. Additional funds are sourced from different avenues, such as society contributions, faculty consultancy services, and grants from government organizations and international bodies. Regular internal and external financial audits by independent chartered accountants ensure transparency and compliance with statutory requirements. The audit compliance committee reviews observations to ensure accountability and adherence to financial protocols.
- IQAC spearheads the institutionalization of quality assurance strategies, resulting in significant enhancements over the past seven years.
- Through partnerships such as the **Global Business Course with East Carolina University**, students are equipped with international perspectives.
- Rigorous screening, mentoring, and certification ensure comprehensive learning experiences. The institution focuses on curriculum refinement, skill development, and research opportunities.
- Academic reviews, technology integration, and stakeholder feedback participation in national rankings aim at continuous improvement and foster a conducive learning environment.
- Through steadfast commitment to transparent, ICT-aided governance, accountable leadership, and strategic management, the institution establishes benchmarks of excellence in higher education.

## Institutional Values and Best Practices

- The institution's distinctiveness lies in aligning with SDGs and NEP 2020 through Sashakt Bharat, Viksit Bharat, and **Whole Person Education 5.0 initiatives**, emphasizing personalized learning, value-



based education, women's empowerment, and environmental sustainability.

- The institution nurtures responsible citizens through activities promoting **constitutional obligations**, including national and international day celebrations, awareness campaigns, legal rights education, youth participation, and community engagement, instilling patriotism and social responsibility.
- The Peace Education project and linguistic and cultural events promote inclusivity and diversity. Communal harmony is fostered by celebrating major festivals with the **Jabalpur Inter-Religious Forum**. Socio-economic initiatives, nurturing mutual understanding, and the display of diverse religious symbols at the main gate and auditorium promote interfaith harmony
- **Gender equality and empowerment** enforce comprehensive policies and dedicated cells to ensure a safe, inclusive environment. Activities include gender-focused curricula, rigorous security measures, targeted services, and supportive infrastructure, significantly influencing institutional culture and policy.
- The institution's **Clean and Green Mission** drives the college to adopt a scientifically formulated **7 R's strategy** (Rethink, Refuse, Reduce, Reuse, Repair, Recycle, and Rot). Recognized as the **Cleanest College in Jabalpur**, the college actively engages in waste segregation, vermicomposting, recycling, and e-waste repurposing. Its eco-effective sustainability approach aims to reduce paper waste, recycle materials, and launch comprehensive waste reduction campaigns, promoting holistic environmental stewardship.
- The college is committed to fostering a **differently-abled friendly campus**, featuring accessible infrastructure such as ramps, lifts, and specially equipped washrooms. Braille signage and digital resources like screen-reading software and Braille keyboards foster inclusivity further. Tailored support for students and staff effectively addresses diverse needs.
- **Innovative Practice I: 'SPARSH: Touching Lives'** integrates societal upliftment with education, focusing on deprived children, women's empowerment, community engagement, and environmental protection through village adoption and NGO collaborations.
- **Innovative Practice II: 'Aloysius a CLICK AWAY'** improves college functioning with interactive learning, resource access, campus navigation, event management, contactless transactions, and digital learning via touch screen standees and QR codes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ALOYSIUS COLLEGE (AUTONOMOUS)
Address	St. Aloysius College, 1 Ahilya Bai Marg, Sadar Cantt., Pentinaka Chowk
City	Jabalpur
State	Madhya Pradesh
Pin	482001
Website	<a href="http://www.staloyuscollege.ac.in/en-in">www.staloyuscollege.ac.in/en-in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. J. Ben Anton Rose	0761-2620738	9425155175	-	info@staloyuscollege.ac.in
IQAC / CIQA coordinator	Siby Samuel	0761-2604765	9425829018	-	sibysam@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority College.pdf</a>
If Yes, Specify minority status	
Religious	Catholic Minority institution
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1951
Date of grant of 'Autonomy' to the College by UGC	21-11-2006

<b>University to which the college is affiliated</b>		
State	University name	Document
Madhya Pradesh	Rani Durgavati Vishwavidyalaya	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC	12-03-2015	<a href="#">View Document</a>
12B of UGC	12-03-2015	<a href="#">View Document</a>

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

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	28-09-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MPHEQIP World Bank Project Department of Higher Education GoMP
Date of recognition	22-02-2021

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St. Aloysius College, 1 Ahilya Bai Marg, Sadar Cantt., Pentinaka Chowk	Urban	10.52	8211.52

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce,Commerce	48	Higher Secondary	English,Hindi	1000	966
UG	BBA,Management,Management	48	Higher Secondary	English,Hindi	450	444
UG	BSc,Physics,Physics	48	Higher Secondary	English,Hindi	20	13
UG	BSc,Chemistry,chemistry	48	Higher Secondary	English,Hindi	30	30
UG	BSc,Biotechnology,Biotech	48	Higher Secondary	English,Hindi	100	98
UG	BSc,Zoology,Zoology	48	Higher Secondary	English,Hindi	65	63
UG	BCA,Computer Science,Computer Science	48	Higher Secondary	English,Hindi	60	60
UG	BSc,Computer Science,Computer Science	48	Higher Secondary	English,Hindi	40	33
UG	BSc,Mathematics,Mathematics	48	Higher Secondary	English,Hindi	40	35
UG	BA,Economics,Economics	48	Higher Secondary	English,Hindi	60	54
UG	BA,Political Science,Political Science	48	Higher Secondary	English,Hindi	100	94
UG	BA,English,English Literature	48	Higher Secondary	English	45	37

UG	BA,Hindi,Hindi Literature	48	Higher Secondary	Hindi	10	9
UG	BA,History,History	48	Higher Secondary	English,Hindi	85	78
UG	BSc,Botany And Microbiology,Industrial Microbiology	48	Higher Secondary	English,Hindi	30	26
UG	BSc,Botany And Microbiology,Botany	48	Higher Secondary	English,Hindi	25	23
PG	MCom,Commerce,Commerce	24	Under Graduate	English,Hindi	60	60
PG	MSc,Physics,Physics	24	Under Graduate	English	20	0
PG	MSc,Chemistry,Chemistry	24	Under Graduate	English	25	21
PG	MSc,Biotechnology,Biotechnology	24	Under Graduate	English	25	23
PG	MSc,Zoology,Zoology	24	Under Graduate	English	25	25
PG	MSc,Computer Science,Computer Science	24	Under Graduate	English	25	15
PG	MSc,Mathematics,Mathematics	24	Under Graduate	English	25	21
PG	MA,Economics,Economics	24	Under Graduate	English,Hindi	30	30
PG	MA,Political Science,Political Science	24	Under Graduate	English,Hindi	25	25
PG	MA,English,Literature	24	Under Graduate	English	30	30

PG	MSc,Botany And Microbiology, Microbiology	24	Under Graduate	English	25	13
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	24	Post Graduate	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry, Chemistry	24	Post Graduate	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics, Mathematics	24	Post Graduate	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Economics, Economics	24	Post Graduate	English	6	0
Doctoral (Ph.D)	PhD or DPhil, Physics Phd, Physics	24	Post Graduate	English	6	0

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				0			
Recruited	0	0	0	0	1	4	0	5	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				107			
Recruited	0	0	0	0	0	0	0	0	28	79	0	107
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				41
Recruited	31	10	0	41
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	4	0	15	52	0	72
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	10	25	0	35
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2150	213	0	0	2363
	Female	2287	172	0	0	2459
	Others	0	0	0	0	0
PG	Male	11	99	0	0	110
	Female	19	297	0	0	316
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	58	6	0	0	64
	Female	22	2	0	0	24
	Others	0	0	0	0	0
Certificate / Awareness	Male	420	46	0	0	466
	Female	159	14	0	0	173
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	89	71	93	110
	Female	60	95	88	134
	Others	0	0	0	0
ST	Male	60	75	62	77
	Female	53	64	39	73
	Others	0	0	0	0
OBC	Male	321	317	256	373
	Female	313	303	319	390
	Others	0	0	0	0
General	Male	646	640	535	595
	Female	596	652	615	596
	Others	0	0	0	0
Others	Male	1	7	1	2
	Female	0	4	0	2
	Others	0	0	0	0
Total		2139	2228	2008	2352

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Biotechnology	<a href="#">View Document</a>
Botany And Microbiology	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Management	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Physics Phd	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution is dedicated to becoming a holistic college, aligning with its vision and mission by offering diverse courses, flexible learning, and interdisciplinary research to foster comprehensive education, skill development, and societal problem-solving. To integrate humanities and sciences with STEM, interdisciplinary programs have been implemented. This includes joint research projects such as antimicrobial drug studies between Chemistry and Botany, societal projects on water sample analysis, and cross-domain internships that provide science students with commercial experience. Additionally, technology courses like digital marketing, cybersecurity, and AI are integrated with humanities and commerce, supported by value-based courses and extracurricular activities for a well-rounded education. Building on a pre-existing flexible and innovative curriculum, the institution has</p>
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	<p>embraced the National Education Policy (NEP) through Ordinance-14A by the Department of Higher Education, Government of Madhya Pradesh. This integration has enhanced the curriculum to include a range of options like Disciplinary/Interdisciplinary Majors and Minors, and various electives, alongside certificates and diplomas from online platforms. Tailored to meet global and local needs, the curriculum focuses on community engagement, environmental education, and value-based learning. The curriculum also supports multiple entry and exit points at various stages of undergraduate education, offering students options to receive certificates, diplomas, or degrees based on the duration of their study, which is reinforced by Outcome-Based Education (OBE) principles. This flexible system is complemented by field projects, internships, and skill training. To tackle societal issues like global warming and pollution, the institution has ramped up its multidisciplinary research efforts. This includes strengthening interdepartmental collaboration and forming partnerships with NGOs and other institutions, facilitating student-involved research projects for comprehensive solutions and impactful outcomes. Promoting multidisciplinary practices, the institution encourages cross-domain internships, collaborative experiments across departments, and value-based courses that enhance practical skills and holistic learning. These efforts, in line with NEP 2020, foster an integrative and dynamic educational environment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution has effectively incorporated the Academic Bank of Credits (ABC) system, aligning with the National Education Policy (NEP) 2020 to enhance academic flexibility and mobility. By registering on the ABC portal, it facilitates the digital management of academic credits through the National Academic Depository (NAD). A guiding video helps students create their ABC-ID, and the Examination Cell has uploaded over 18,000 awards/credits from the 2021-2022 session, accessible in students' Digi Lockers and ABC logins. To ensure a comprehensive archival system, the institution has uploaded mark sheets from the previous three years to the NAD and streamlined the creation of student IDs using Aadhaar numbers for authentication. This system supports the NEP 2020</p>

	<p>framework, which allows for multiple entry and exit points during students' educational journeys, enhancing the institution's adaptability to student needs. The institution is also advancing its global engagement through a two-credit Global Understanding program and plans for joint degrees with international institutions to facilitate credit transfers. This internationalization strategy is set to broaden educational opportunities and global exposure for students. Faculty development is prioritized with workshops on curriculum design and Outcome-Based Education. During the COVID-19 pandemic, faculty adapted by recording lectures for the in-house Moodle platform and developing E-content for the E-Shiksha Portal. Innovative teaching methods, such as flipped classrooms, are employed to enhance the educational experience. Additionally, the institution is incorporating credits from value-added courses and MOOCs into the ABC, ensuring a robust academic credit system. These efforts reflect the institution's commitment to fulfilling NEP 2020's objectives, promoting a dynamic, flexible, and globally integrated educational environment.</p>
3. Skill development:	<p>St. Aloysius' College has strategically enhanced its curriculum to strengthen vocational education and soft skills, aligning its educational offerings with contemporary workforce requirements. The college offers a variety of vocational and soft skills courses, including Digital Marketing, Financial Services &amp; Insurance, and advanced language proficiency to boost employability. It also features a Value-added Center providing skill-based certificate and diploma courses such as "Proficiency in English – LSRW," "Office and Communication Procedures," and "Certificate Course in Human Rights," incorporating practical sessions and projects to ensure experiential learning aligned with modern workforce requirements. Under the New Education Policy (NEP), the college has integrated 14 vocational courses into the mainstream curriculum, each offering 4 credits to enhance career readiness. These courses, connected with industry standards through multiple MOUs, include practical components like field tours and workshops, ensuring students acquire hands-on skills. Courses such as Medical Diagnostics and Vermicomposting are tailored to meet evolving job market demands. The institution also champions</p>

	<p>Whole Person Education, prioritizing value-based education through courses on value education, Bible studies, and retreats, supported by a detailed Human Values and Ethics manual. A Peace Education Project, in collaboration with the United Board for Christian Higher Education, promotes peace and ethical engagement, enriching students' interpersonal skills and fostering societal cohesion. To ensure every student takes at least one vocational course, the institution has embedded mandatory vocational courses in the curriculum during the 3rd to 5th semesters, each providing 4 credits. This structured approach guarantees practical, career-oriented learning within the academic pathway. Additionally, to bridge faculty gaps and enhance vocational training, the college engages industry veterans and craftspeople for direct industry engagement, enriching the educational experience through practical skills training. Further, in alignment with NEP 2020, the institution has integrated 21st-century skills into the curriculum via short-term courses aimed at enhancing industry readiness. These initiatives not only prepare students for modern employment challenges but also ensure a comprehensive educational experience that combines academic and vocational training in a dynamic learning environment.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>College integrates the Indian knowledge system into its curriculum, utilizing both offline and online courses to bridge traditional and contemporary learning methodologies. By employing a bilingual teaching approach in both English and Hindi, the college ensures that students from diverse linguistic backgrounds can fully engage with the curriculum. Each course incorporates historical contexts that elucidate the development and cultural significance of the subjects taught, enhancing students' understanding and connecting them with their cultural roots. The use of video and audio lectures facilitates asynchronous learning, improving accessibility and engagement across the student body. To support this bilingual educational framework, the college has instituted training programs for faculty, particularly targeting Hindi-medium teachers with spoken English courses to bolster their ability to deliver courses effectively in both languages. This initiative is pivotal in maintaining the bilingual</p>



delivery of classroom instruction, thereby accommodating the linguistic diversity of the student population. The college offers several degree courses that are taught bilingually, reflecting the linguistic diversity of its students. This approach not only enhances comprehension but also honors the linguistic heritage of India, making higher education more inclusive and accessible. In its efforts to preserve and promote Indian culture, the college has undertaken several initiatives: 1. The Literacy Club and Hindi Sahitya Sabha actively conduct activities that celebrate and sustain local dialects and languages, strengthening students' connections to their regional linguistic heritage. 2. The Education Department and the Sports Center have introduced courses in traditional Indian music and Yoga, respectively, which underscore the richness of India's ancient practices and contribute to the preservation of traditional knowledge. 3. Value-added courses offered by the Education Department include sessions on traditional Indian arts, crafts, paintings, and drama. These courses help students develop artistic skills and deepen their understanding of India's rich artistic heritage, encouraging exploration and connection with cultural traditions. 4. The college's Inter-religious Forum celebrates various Indian festivals, promoting cultural understanding and inclusivity within the community. Moreover, the institution's curriculum is deliberately structured to be delivered bilingually and includes digital content that not only meets contemporary educational demands but also preserves and celebrates traditional Indian knowledge. This holistic approach ensures that students are not only academically proficient but also deeply connected to and appreciative of the rich cultural heritage of India. These practices, in alignment with the National Education Policy (NEP) 2020, exemplify the institution's commitment to a comprehensive educational experience that respects and integrates the Indian knowledge system.

5. Focus on Outcome based education (OBE):

St. Aloysius College has incorporated Outcome-Based Education (OBE) to ensure that its education aligns with both institutional goals and industry demands. This alignment is carefully articulated through the development of Program Education Objectives (PEOs), Program Outcomes (POs), and

	<p>Program Specific Outcomes (PSOs) across a broad spectrum of programs, including undergraduate and graduate degrees like B.A., B.Sc., B.B.A., B.Com., B.C.A., M.A., M.Sc., and M.Com. Each course within these programs is structured with clearly defined Course Outcomes (COs). The college maps each Course Outcome to corresponding Program Outcomes and Program Specific Outcomes using a correlation level mapping factor, ensuring a structured delivery of curriculum aimed at equipping students with specific competencies. The college's commitment to integrating OBE into its teaching and learning processes is demonstrated through various institutional efforts. It has organized numerous training sessions to familiarize faculty members with the concept and application of OBE. The curricula are designed and developed with clearly defined outcomes at both the program and course levels, using a Design Down Approach. This approach starts with broad Program Education Objectives and narrows down to specific Course Outcomes. The teaching-learning process is strategically made to be student-centric, incorporating modern teaching methods and technologies. These include practical engagements such as internships, projects, and community service, all structured to enhance the educational experience meaningfully. Additionally, the assessment of student performance is meticulously aligned with these outcomes. Both direct and indirect methods are employed to evaluate the attainment of these outcomes, ensuring the efficacy and relevance of the learning experience to real-world applications. "A notable practice related to OBE at St. Aloysius College is the active involvement of students in academic and technical festivals. These events provide platforms for students to apply their theoretical knowledge to real-world challenges, enhancing their critical thinking and creativity. This approach effectively integrates Bloom's Taxonomy, aligning with the principles of Outcome-Based Education (OBE) as stipulated in the New Education Policy (NEP) 2020."</p>
6. Distance education/online education:	<p>The institution leverages its hybrid teaching model to offer vocational courses through Open and Distance Learning (ODL) mode, enhancing educational accessibility and flexibility. Courses such as a Diploma in Business Analytics and a Certificate in</p>

Tally for Beginners are delivered online, supporting continuous learning even beyond traditional classroom settings. Faculty contributions to the E-Shiksha LMS and partnerships with nodal centers like MP Bhoj Open University and Swayam further facilitate the broadening of vocational education offerings, making them accessible to a wider audience seeking skill enhancement in specific domains. The institution has embraced technological tools to facilitate a blended learning environment. This includes the use of 100 Mbps lease line with Wi-fi campus, G-Suite for seamless communication and collaboration, an indigenously developed Learning Management System (LMS) for hosting e-content, recorded video lectures by teachers in Moodle platform uploaded in cloud, smart classrooms equipped with ICT tools and media center with advanced technologies for recording lectures. These resources are employed to deliver a robust educational experience that blends online and in-person interactions effectively. The institution's global education partnership, demonstrated through the 2-credit Global Understanding Program and certificate programs in Global Understanding and Global Business with East Carolina University, illustrates a commitment to broadening educational horizons. These initiatives are designed to cultivate global competence among students, aligning with the institution's strategic objectives to bolster international collaboration and understanding.

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Keeping in mind voting, voter registration in the electoral process is integral to the success of any democracy St. Aloysius College-Electoral Literacy Club (SAC- ELC) was set up in 2022 with the Motto 'No Eligible Aloysian Voter to be Left Behind'. The Mission of the Club is 'Enlightened Participation of Students in Election and Democracy' and Aim is to 'Enable and Empower Every Eligible Student to Register as a Voter and Ethically cast his/her Vote'.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>SAC-ELC functions under the leadership of the designated Nodal Officer, Dr. Mandira Kar and Mentor Teachers. The student body consists of</p>

<p>are representative in character?</p>	<p>Campus Ambassadors Dev, Sanya, President Vanshika, the Vice President, the Secretary, executives, and members. A notice board 'Wall of Democracy' is specially designated to SAC-ELC. Based on an electoral theme it disseminates upcoming events, winners of past competitions, and electoral procedures. Objectives of SAC-ELC are: 1. To address low registration and low voter turnout. 2. To enhance the quality of electoral participation. 3. To address youth apathy in electoral participation 4. To ensure the inclusion of marginalized sections in elections.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>To achieve its objectives SAC-ELC has undertaken multiple initiatives in and outside the campus since its inception under the mentorship of the then Principal Dr. Vazhan Arasu: 1. Voter Registration Camps, Helpdesks, and Workshops. 2. Continuous Electoral and Democracy Education. 3. Community Engagements- Surveys, Projects, Rallies, Street Shows, Matdata Jagrukta Competitions, and Social Media posts. 4. Inclusive Targeted interventions A massive initiative is undertaken annually by SAC-ELC to locate eligible students (above 18) who do not have a Voter ID card. This is done through Google Forms with entries such as name, DOB, and contact no. Voter registration camps are then organized where Booth Level Officers register students, teachers, staff, and other stakeholders as voters. Epic card Workshops and Helpdesks are also arranged wherein eligible students and civic voters are contacted and assisted on a 1-1 basis to create and revise their Epic card through the Voter Helpline App and NSVP portal. SAC-ELC conducts Youth Parliament, EVM Demonstration, Voter's Pledge, and Presentations to enable students with a deeper understanding of the electoral process. To determine the knowledge, attitude, and practices of voters in the neighborhood a baseline survey is conducted by student members of SAC-ELC. It helps in identifying reasons for low turnout and accordingly strategies like rallies, Nukkad Natak, inspirational films, songs, voter guides, and comic books received from the Election Commission of India are broadcasted on WhatsApp and different Social Media Platforms. SAC-ELC also steers competitions to proliferate rational participation of youth in elections. Ensuring inclusion of marginalized sections in elections, SAC-</p>

	A college-level Seminar on Electoral democracy was organised by SAC-ELC. ELC visited Old Age Home, Rimjha to create and amend Epic Voter cards of senior citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A college-level Seminar on Electoral Democracy was organised by SAC-ELC.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Due to established mechanisms viz; biannual Registrations and Helpdesk Drives almost cent-percent eligible students have been enrolled as voters. Principal, Nodal Officer, Mentors, and students of SAC-ELC are recipients of Excellence Awards from SVEEP Cell, Jabalpur for their worthy contributions in making the electoral literacy experience more meaningful and enriching.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5248	5413	5494	5626	5218
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1751	1918	1905	1883	1684
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

##### Number of full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
112	115	113	105	119
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

<b>Response: 79</b>	File Description	Document
	Institutional data in the prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
905.91742	1963.19480	541.09613	592.97067	449.88762
Other Upload Files				
1	<a href="#">View Document</a>			

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

##### Response:

The St. Aloysius College [SAC] strongly believes in staying relevant and has always been responsive to developing and delivering curricula that addresses local, regional, national, and global developmental needs. To achieve this, various topics are included in the curricula which are duly approved by BOS, Academic-Council and Governing-Body. These topics are implemented through practical, assignments, training-sessions, field-internships and research-projects, etc.

##### Relevance of Topics to Developmental-Needs

FACULTY	Local	Regional	National	Global
ARTS-AND-HUMANITIES	Rani-Durgavati's Dynasty and Mughals	Mukhya-Mantri-Kaushalya-Yojna	Bhakti-movement in India	Industrial-revolution: Europe and USA
	Subhadra Kumari Chauhan's contribution to Poetry	Bundeli language, literature, Kiran (Gondwana Darshan)	Make-in-India, <i>Aatm Nirbhar Bharat</i> Usha Taram:	United-Nations, The World-Bank
PHYSICAL-SCIENCES	Acidity, Alkalinity and Hardness in water samples of Jabalpur-cantonment	Awareness of E-Governance in M.P.	Quantum-Technologies and its Applications: National Mission	Emerging technologies: Machine Learning, AI
	Study of hydroelectric power plants in Bargi Dam	Analysis of Adulterants in Milk samples of Sanchi, Amul and local vendors	Ramanujan's contributions to Mathematical Analysis	Contribution of Nobel Laureate Woodward Hoffman (Chemistry)
BIO-SCIENCES	Study of local birds: Myna, Koel	Prevalence of AIDS, Tuberculosis, Filariasis in M.P.	National Research Laboratories: CDRI, CIMAP, NBRI	Global-environmental problems – Ozone-depletion, UV-greenhouse effect
	Treatment and disposal of medical	National Parks(MP): Kanha,	Genetically modified organisms	Covid-Vaccinology around the Globe



	effluents in Medical College, Jabalpur	Bandhavgarh, Bori Wildlife Sanctuary	in India: BT-Cotton, Brinjal	
<b>COMMERCE-AND-D-MANAGEMENT</b>	Marketing strategies for local-goods in Saliwada, Jabalpur	Channels of Distribution for Rahar Dal in MP	Study of Indian Financial Market	Global Branding strategies of TESLA, APPLE
	Study of local-Cooperative Organizations	SGST: State Input Tax Credit	Indian Accounting Standards and Tax-Planning	Contributions of Kautilya, Nobel laureates Abhijeet Banerjee & Amartya Sen

Developmental needs are consistently reflected in SAC's Program Outcomes (POs) and Course Outcomes (COs) as illustrated below.

### **In BA programs, developmental needs are reflected in PO4, CO2 and CO5**

**PO4:** Develop analytical skills and critical understanding of global social, political, economic, linguistic, and cultural processes.

**CO2 (History of Ancient India):** To demonstrate in-depth knowledge of the ancient civilizations of India and compare them with the World Civilization.

**CO5 (Indian Economy):** To critically evaluate problems of Indian economy and develop solutions in the context of MP.

### **In B.Com. and BBA programs, developmental needs are reflected in PO3, CO2 and CO5**

**PO3:** Develop a deep understanding of economic, legal and ethical aspects of business to enhance prospects of national and international employability.

**CO2 (Business Organization):** Compare structure and functioning of sole proprietorship (local level), partnership businesses (national level) and MNCs (global level).

**CO5 (Business Environment):** Evaluate the impact of WTO's Trade Policy on Business Environment in India and States.

### **In B.Sc. program, developmental needs are reflected in PO1, CO1 and CO2**

**PO1:** Promote scientific temper and research culture to address national and global environmental and sustainability issues.

**CO1 (Applied Botany):** Apply principles of agriculture and scientific methods to enhance student's understanding of agricultural problems.

**CO2 (Zoology):** Enhance the understanding of local resource utilization, livestock, fish farming products and its marketing as per National/Global standards.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### Response:

The institution's commitment to fostering employability, entrepreneurship, and skill development is evident in offering undergraduate and postgraduate programs in **diverse disciplines** of Arts, Science, Commerce, and Management. These programs offer **maximum options** with minors, elective courses, and vocational courses, allowing students to choose pathways that resonate with their skills and prepare students for the ever-evolving job market.

- **B. Com and M. Com Programs:** Commerce programs are designed to provide students with a comprehensive understanding of accounting and finance, coupled with **practical skills** in filing taxation returns of Income Tax and GST and working with the accounting software of Tally Prime. The programs of B.Com. with US CMA (Certified Management Accountant) and B.Com. Honors specifically **focus on employability**, and their industry-integrated curricula prepare students for specific **job roles** like Audit executive, Tax Consultant, Management Accountant and Accounts Manager. The **entrepreneurial mindset** of students is developed by a separate paper in M.Com. on Entrepreneurship, Innovation, and Startups and in B.Com. by courses like **Women empowerment and entrepreneurship**.
- **BSc and MSc Programs:** The Science programs incorporate cutting-edge lab work, hands-on learning industry interactions, and research projects that align with current scientific trends. Science programs offer hands-on learning in Botany (Mushroom Cultivation, Ayurvedic preparations), Zoology (vermicomposting, Bio-fertilizers), B.Sc. Industrial Microbiology, M.Sc. Biotechnology (Food Preservation) and B.Sc. Computer Science (Programming, Web Designing, Networking), preparing students for roles like analysts, inspectors, researchers, technicians, and programmers. Furthermore, these programs foster **entrepreneurship**. Students majoring in Chemistry can establish units for preparation of Liquid disinfectant, hand wash sanitizers, moisturizers, perfumes, herbal lipsticks, and soap bars. Zoology, Industrial Microbiology, and Biotechnology graduates have **entrepreneurial opportunities** in Animal Rearing (Fish and Poultry), Sericulture, Beekeeping, Plant Tissue culture, Mushroom Cultivation, Food preservation, and Vermicomposting.
- **BBA and BCA Program:** The BBA curriculum encompasses topics, like business communication, resume preparation, job applications, and financial market analysis. This equips students with vital industry-relevant skills, enhancing their **employability**. **Entrepreneurship** development is integral to our management program curriculum, offering knowledge in subjects like business law, startups, and government support schemes. This empowers students to embark on **entrepreneurial ventures or manage family businesses** effectively. The BCA program emphasizes imparting **practical skills** to enhance **employability**;

the curriculum includes data science, artificial intelligence, IoT-based programming, and cloud computing, preparing students for job roles like software developer, system analyst, and data analyst assistant.

- **BA and MA Programs:** In the BA programs, students can choose majors in Economics, Political Science, and History, along with language courses. Additionally, students have the option to pursue a Minor in Functional English and Functional Hindi. These minors offer specialized training in areas such as report writing, samachar lekhan (news writing), and translation. These skills are particularly valuable for students aspiring to pursue job roles like content editor, scriptwriter, author, and newsreader, equipping them with practical expertise that aligns with current industry demands.

**The course syllabi are adequately revised to incorporate contemporary requirements, which are duly approved by BOS, the Academic Council, and the Governing Body.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 79.95

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 666

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 833

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

#### Response:

The **vision and mission** statement of St Aloysius College emphasize core values of '**self-reliance and humanitarianism**' that shape young minds to build a better world, and nurture human values. The institution has been a pace setter in the State of Madhya Pradesh in implementation of NEP-2020 in spirit by offering maximum elective/options. The institution has evolved a pedagogy inclusive of value framework of UN Sustainable Development Goals. These values are consciously integrated in the form of **topics on cross cutting issues** in the approved curricula, value-added courses, day-to-day working and co-curricular activities in the following ways:

#### Gender Equality

Gender equity has been internalized in all aspects of our institution. The **Foundation Course Paper of English Language** in selected pieces of prose, poetry and short stories (Gender Equality, Child Bride, Do lawyers have Daughters?) address gender sensitivity and equity issues. The courses on **Economics of Gender and Development and Women Empowerment** in their curriculum give ample focus to gender sensitization issues. Students are motivated to prepare reports/ write-ups on the burning gender issues, which are given weightage in their CCE. Inclusivity is upheld in curriculum and learning material and has led to an increase in **enrollment of girl students with 53 percent female representation in student, 75 percent in staff** at key administrative positions in the college, in line with the UN Sustainable Development **Goal (5) (10)** of gender equity and empowerment.

#### Environment and Sustainability

Environmental and sustainability courses are integrated into mandatory Foundation Course, Major, Minor and Open electives in undergraduate and postgraduate programs. Specialized subjects/courses like Environmental Chemistry, Environmental Microbiology, Development & **Environmental Economics and Environment & Sustainable Tourism**, help students to gain a comprehensive understanding of environmental issues through the curriculum. Department of Zoology conducts internship training and

Certificate course on "Vermicomposting" as a Sustainable Practice for Solid Waste Management in Jabalpur City. Department of Botany and Microbiology conducts certificate course on the cultivation of mushrooms, emphasizing the sustainable use of agricultural waste. The college embraces sustainability through its environmentally conscious campus initiatives, such as the Solar Panel Grid (540 WP) system meeting energy demands, rainwater harvesting, promoting zero waste practices, and the implementation of Protocol for Hazardous Waste Management in Laboratories where the principles of reduce, reuse, and recycle are prominently showcased thereby strengthen **UN\_SD Goals (7), (11) and (15)**.

#### **Human Values, Professional Ethics and UN\_SDGs**

The curriculum includes courses/topics like Business Ethics, Corporate Social Responsibility, Ethical & Unethical practices in AD campaigns and Social media to instill human values. Special value-added course on 'Creative Approached to Peace Building Sponsored by United Board', has been instrumental in inculcating global human values. Value Education classes are held on Fridays, where a well-structured syllabus covers diverse topics related to human values and essential life skills. Additionally, the college commemorates significant days such as Human Rights Day, World Environment Day, and Communal Harmony Week, organizing events that sensitize students. The Gender, Power, Energy and Green Audit help to ensure continuous improvement in fulfilling **UN\_SD Goals (3) and (16)**.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response: 76**

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 96.97

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 32

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 33

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 91.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
2326	1982	2130	2203	2078

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2475	2435	2295	2275	2265

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 100



**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
420	366	422	366	370

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

2023-24	2022-23	2021-22	2020-21	2019-20
420	366	422	366	370

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

A Student Orientation Program for undergraduate and postgraduate students is organized at the onset of

the academic session to acquaint them with the design of curriculum, the process of evaluation, the academic calendar, the scheme of Continuous Comprehensive Evaluation (CCE), etc. After assessing the learning levels of the students, there are Bridge Classes to ensure that all students are on par with the academic level needed to pursue a Higher Education Course. An entry-level diagnostic test is conducted during bridge classes by psychometric, general aptitude, basic subject knowledge test, and communication skill assessment for evaluating the aptitude of the students, along with a post-bridge diagnostic test conducted at the end of bridge classes based on their subject knowledge and aptitude assessment test. Based on their assessment, learners are administered different pedagogical solutions to enhance their learning levels. The mentor-mentee approach supports both advanced and slow learners.

### Slow Learners

- Mentors continuously offer guidance, support, and advice while identifying the student's strengths and skills.
- Remedial classes for slow learners and students who are active in sports and other extracurricular activities.
- Classes on Hindi and English to ensure that Language barriers do not limit access to information, educational opportunities, and networking—all of which can hinder personal and professional development.
- India has 22 major *languages*. If a need is felt that there should be improvement in writing of exams, then students of different linguistic backgrounds receive suitable guidance.
- Instructions are provided bilingually (lingua franca) to avoid issues of miscommunication such as misunderstanding and misinterpretation of messages.
- For a gradual but sustained realization of conceptual knowledge, there are periodic Assignments and Surprise Tests.
- Pairing of advanced and slow learners in practical classes.
- Peer teaching is encouraged to enhance better understanding of ideas in different contexts and problem-solving skills.
- There is always emphasis on one-on-one interaction with teachers and mentors.

### Advanced Learners

- Special classes for competitive exams are organized. Students are advised to take up advanced courses on different educational platforms of national repute, like SWAYAM, India's national MOOC platform and NPTEL
- Promoting participation in seminars, conferences, workshops, and competitions like hackathons, quizzes, debates, etc.
- Disseminating information regarding international national opportunities and scholarships. Participation in Student Exchange Programs
- Encouraging research paper presentations, publications, innovative projects, software development, and peer teaching.
- Office bearers in Academic Associations, members of clubs and societies. Student Editors in Departmental Newsletters and College magazine.
- Encouraged to synthesize products and promote them as budding entrepreneurs
- Academic recognition and encouragement, such as merit-based ranking at the Annual Prize Distribution Ceremony. Awarding of medals and scholarships and publishing photographs in the press, electronic media, print media, and college website.

**Common to Advanced, Medium and Slow Learners**

- Training programs, Guest lectures, and Workshops Career counseling by the Placement Cell
- Sessions for interview and group discussion skills Personality development sessions
- Conduction of various value-added certificate courses
- Involvement in conducting academic fest
- Value Education classes

**Outcome**

- Proficiency Academics
- Building Confidence
- Developing Resilience.
- Self-motivation.
- Deeper understanding and enhanced interest in the chosen subjects
- Holistic Development

<b>File Description</b>	<b>Document</b>
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 46.86

<b>File Description</b>	<b>Document</b>
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1****Student centric methods, such as experiential learning, participative learning and problem solving**

**methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The Institute strives continuously for the holistic development of students to enable and realize their potential through various modes of teaching-learning techniques that enable learners to apply theoretical knowledge to practical endeavors. The college activities organized address values enshrined in NEP 2020, such as holistic development, critical thinking and creativity, ethical and moral values and lifelong learning. Departments direct several cutting-edge initiatives to encourage students' creativity, acquiring knowledge, out-of-the-box thinking, and promoting active learning.

**Experiential Learning:**

Learning is made "student-centric" by shifting the focus of activity from teacher to learners through response to questions, discussion, elaboration, debates and brainstorming.

- Visit to industries, companies, historical sites, research institutes, field trips, tourism destinations holding of Youth Parliament for a real-time experience.
- Model Exhibition, Short Film Making Projects, Group Projects, Mini Projects
- Organizing, hosting, and participating in department fests, celebrating days of national and international significance, various clubs' activities, festivals, and inter- and intra-collegiate competitions.
- Street plays and role-plays for real-life knowledge.
- Experience gaining activities like filing Income Tax returns and developing software/websites.
- Internships with reputed firms add to the scaling-up of the professional experience of the students
- Hands-on training in relevant skill-based courses.

**Participative Learning:**

To improve students' creative and cognitive abilities, they are encouraged to participate in various activities

- Participation in local, state, national, and international seminars, workshops, and conferences.
- Guest lectures and interactions with experts from industry and academia bridge the gap between theory and practice.
- Innovative projects and practicals.
- Peer teaching and tutorials enhance communication and interpersonal skills.
- Display learning experiences through exhibitions
- Magazine and newsletters are designed for creativity.
- Reviews, debates, quizzes, panels, and group discussions to cultivate analytical skills in the domain.
- Flipped classrooms and role enactments deepen conceptual clarity.

**Problem-Solving**

Departments support students in acquiring and refining their problem-solving abilities by involving students in

- Case studies, mind mapping, program debugging and data mining develop analytical and problem-solving skills
- Analysis and Reasoning research activities.
- Budget analysis focuses on understanding and analysing the budget.
- Opportunity to do online courses (MOOCs, SWAYAM, etc.).
- Academic clubs organize Intercollegiate, Interdepartmental and departmental academic and curricular activities.

The college campus is fully equipped with ICT tools to enhance the quality of the teaching-learning process. Classrooms are equipped with high-speed Wi-Fi, and interactive panels in all the classrooms, laboratories, seminar halls, etc. Moodle LMS is provided to enhance the teaching-learning process. The institute has implemented effective communication channels through customized emails, social media, study groups, and Platforms like Zoom, Google Meet, and Google Classroom for online classes, resource sharing, and academic discussions between staff members and students. E-learning is augmented using INFLIBNET, PDFCHM, and DelNet. The American Library and NDLI enable teachers and students to access online learning materials. The college manages a Digital library, both Intranet and Web-based, through which students access E-notes, E-books, question banks, PowerPoint Presentations, etc. Various ICT-aided teaching-learning approaches like interactive E-podium, document camera, digital writing pad, etc. are practiced. Some of the software used are MATLAB, SPSS, Mathematica, Scope image software (Motic), Diffract suite, and R programming.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

Mentoring is an integral program of the institution. Mentoring has the power to impact everyone involved positively. It's a powerful way for students to stay on track in their personal development. Mentoring is conducted to help the students strengthen their diverse abilities and to shape an interpersonal connection between the faculty and students. It also supports inclusion initiatives and mental health. The mentoring system provides a reliable and inclusive support system to inspire students to excel in academic and non-academic fields. Each faculty member is assigned the task of mentoring students.

Every year, with the commencement of the academic year, under the stewardship of each mentor teacher, the students are divided into groups of twenty. Each mentor teacher has three mentee groups, one from the first, second, and final year. Regular meetings are held between the mentor and mentee, either in person or virtually. They are also free to meet them as often as they want, following their requirements.

**Some discussions and steps taken in mentoring sessions are:**

- The mentees generally discuss personal, academic, economic, and emotional issues. In case of personal and emotional issues, the mentor teacher counsels the students, meets their parents, and tries to resolve the issue. If required, the college counselor is consulted. Personalized, professional, or career advice is given to the mentee.
- Academic issues are resolved by communicating the queries and problems to the subject teacher, class teacher, and the HODs.
- Mentors guide and motivate students to improve their results.
- The mentor teachers help their mentees identify the resources available in the institution and elsewhere so that they can enhance their performance.
- Mentors help the mentees to identify strengths and weaknesses in all fields of the mentees and to identify hobbies and fields of interest.
- Psychological needs are discussed and guidance is given accordingly.
- The mentor teachers assist them in developing intellectual and academic competence.
- Mentor teachers identify the economically backward students and inform them about the scholarships and student aid available. If required, they are referred to the Principal for scholarships and fee exemption.
- Mentors usually share their experiences and share with students the points that helped their own life and careers.
- Mentors provide unbiased opinions based on their past experiences.
- Mentoring sessions provide exposure to new and different perspectives

**Outcome**

- Mentoring helps in accelerating self-development
- It actively fashions a mechanism for increasing confidence
- The meeting helps bridge the gap between the teachers and students.
- Creation of a better environment in college where students can approach teachers for both academic and personal guidance.
- Helps in dealing with both personal and academic issues.
- Improves academic performance
- Initiating change by helping students alter their thinking, feelings, and behavior. Enhances communication and personal skills of students
- Empowers to make decisions
- Help them recognize their competence and potential for personal growth
- This induces them to stay focused on their goals
- Students gain self-esteem and self-confidence with reduced levels of anxiety for students of creative temperament
- It promotes a conducive environment for teaching and learning

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

The institution plans for its academic year, including all curriculum, co-curricular, and extracurricular events and ensures effective planning of teaching and learning activities.

**Academic Calendar:** Before the commencement of the new academic session, the college plans the blueprint of the new session in two tiers: firstly, the individual departments prepare their departmental calendars. Secondly, the principal, along with all department heads and staff, plans and designs the academic calendar. The College diary comprises all the major activities of the departments, curricular as well as co-curricular activities of the college, the commencement of examinations, and other important events. The academic calendar is made available on the institution's website at the onset of each academic year and incorporates the conduct of examinations, declaration of results, semester break, dates of internal examinations, end-of-semester examinations, etc. The master timetable is prepared by the centralized Time-Table Committee and is available on the college website. The respective departments prepare a detailed class-wise and teacher-wise timetable.

Adherence to the academic calendar is ensured by the Principal, HoD, and the concerned faculty. Implementation of the academic plan is monitored by the Principal and Heads of Department. End Semester Examination and Continuous Internal Evaluation schedule are prepared by the Controller of Examination. In case of any unforeseen situation, necessary changes are made by the authorities and the same is displayed on notice boards and websites.

**Teaching Plan:** The teaching plan is envisioned at three levels: **at the college level**—the master timetable; **at the department level**- the course-wise timetable; and **at the individual faculty level**—the subject- and unit-wise teaching plan. The teaching plan is uploaded to the departmental management system. A Teacher's Diary is maintained by every faculty member to record classroom lessons, pedagogy adopted, blended learning, details of ICT used in classroom interactions, enumerating experiential, participative, and problem-solving methods, skill-enhancing, research, and administrative activities daily.

Adherence to the teaching plan is monitored by the concerned HODs. The teacher's daily diary is regularly checked by the respective HoD and Principal. The principal meets with the head of the department to ensure the timely and effective completion of the course. If there are any deviations, it is

clarified with the concerned faculty and special classes are organized.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
112	115	113	105	119

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 77.22

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years



Response: 61	
<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>2.4.3</b>	
<b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b>	
<b>Response:</b> 13.88	
<b>2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year</b>	
Response: 1555	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>2.4.4</b>	
<b>Percentage of full time teachers working in the institution throughout during the last five years</b>	
<b>Response:</b> 66.39	
<b>2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:</b>	
Response: 79	

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 19.4

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
13	12	20	17	35

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.97

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
73	65	115	0	9

### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5248	5413	5494	5626	5218

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

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

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

#### **Response:**

The Institution has made extensive reforms to improve the examination system. In-house ERP has been developed, which integrates the examination system. The institution ensures the confidentiality and veracity of the entire procedure of examination with fair, unbiased, and transparent declaration of results.

National Education Policy (NEP) 2020 semester system has been implemented. The examination framework is based on external and internal examinations, with weightage of 60% and 40%, respectively, for both theoretical and practical components of Major, Minor, and elective.

### **Processes/Procedures integrating IT**

- Admission module is in sync with EMS software to tally with Major, Minor, Elective, etc.
- Installation of high-quality surveillance cameras in areas concerned with the conduct of examination to ensure monitoring and maintain the assessment's sanctity and entail fairness in the examination system
- Examination software is protected by a dongle lock.
- Unique Examination Roll number for every semester incorporated. Admit Card through EMS with unique barcode
- SMS templates designed for schemes like notification, results, etc.
- Layout of OMR sheet redesigned as per Semester requirements for conducting OMR-based evaluation for Foundation Course.
- Redesigned admit card and exam reports using Crystal Reports. Built result declaration portal with backend integration in ERP system.
- Mark sheet generation module optimized through which a specific number of mark sheets can be generated, minimizing the load of client and server machines.
- Mark sheet with enhanced security features such as photograph, hologram and QR code.

### **Examination Reforms**

- Revision of the Panel of Examiners every year. On spot moderation to ensure confidentiality.
- In-house printing of question paper through dedicated digital printing machinery involving non-internet computers and absence of ports for insertion of pen drives.
- Use of Flying Squads during examinations.
- Special examinations for students representing College at National/State level activities. Provision of separate disabled-friendly venues and provision of scribes for an inclusive examination system
- OMR Sheets for MCQ-based foundation courses. Use of Barcodes for Coding and Decoding of Answer Scripts.
- Generation of results through computer software.
- Declaration of Results within twenty working days from the last day of the End Semester Examination.
- Automatic computerized tabulation.
- Students can access results of the end-of-semester Examination through their individual login details. Introduction of Digital locker and Academic Bank of Credits (ABC)
- Online provision for applying transfer certificate, character certificate and provisional degree.

### **Continuous Internal Assessment System**

The ratio of the Continuous Internal Assessment (CIA) component to semester-end assessment is 40:60. This relatively high weightage compels students to engage in stress-free but effective learning process throughout the duration of the course. It promotes a learner-friendly environment. Within the internal assessment framework, three distinct examination modes were implemented: two formative assessments and one summative assessment. To derive the internal marks, the best of two performances from these examinations is selected and aggregated. Evaluation methods like online and offline tests, seminars, presentations, viva-voce, quizzes, assignments, etc. are some assessment modes. One Centralized CIA is conducted to familiarize students about the main examination pattern. The CIA marks are uploaded in database through EMS software for further processing.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

Course Outcomes are framed for all courses in the program before the commencement of the academic year. The Course Outcomes (COs) are designed by the respective Department and Board of Studies in order to reflect the nature of the courses as well as different cognitive levels. Further, these course outcomes are approved by the Academic Council and Governing Body. The course outcomes are based on Revised Blooms' Taxonomy i.e. every course outcome is defined for its cognitive levels. Course outcomes are mapped to program-specific outcomes (PSOs). The institution has instituted Outcome-Based Education(OBE). OBE ensures that education is an ongoing process that can always be improved and students can analyze their skills against job requirements and work on improving them. Teachers and students have a clear understanding of what is expected.

#### **Strategies for communication of POs, PSOs, and COs**

- The POs, PSOs, and COs are displayed on the Institutional website.
- The Institution holds an Orientation Programme for first-year undergraduate and postgraduate students every year.
- A hard copy of the syllabus with Learning Outcomes is available in the departments for ready reference for the teachers and students.
- At the beginning of the academic session, departmental meetings are conducted, where the objectives and outcomes regarding the theory and practical aspects of the prevailing programmes are discussed.
- Students are made aware of the objectives, learning, and job prospects at the commencement of the classes by the respective subject teachers.
- The outcomes are also discussed during the coverage of the course and upon the completion of each unit. The learning outcomes are reiterated time and again.
- Faculty development programmes, workshops, and seminars are organized for faculty members following the OBE
- Regular progress monitoring of students is done in a hierarchical manner, i.e. by the subject teacher, by the class teacher, and by the department head.
- For the analysis of results, the outcome of both internal and external examination are considered.

## Attainment

**Direct method** is used for measuring the attainment of each POs, PSOs and COs. The methods of assessment components are Continuous Internal Assessment (CIA) (Assignments, Quizzes, Class Test, Mid-term examination etc.) and End Term Examination (ETE). Assessment of COs is based on the performance of students in various components of the performance evaluation.

Targets are set for the attainment of each course. To compute the total attainment, CO is calculated based on CIA (weightage -40) and ETE (weightage -60).

**Normal Distribution** is used for grading attainment into Levels. Based on Normal Distribution, two levels have been chosen: **a value of 1.0 Standard distribution, which corresponds to 68% of probability, and a value of 0.5 Standard distribution which corresponds to 38% of probability.**

Outcome attainment is quantized based on CO-wise class averages at three levels:

- LEVEL-3 if 68% or more of total students attain 60% or more
- LEVEL-2 if less than 68% and more than 38% of total students attain 60% or more
- LEVEL-1 if less than 38% of total students attain 60% or more.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 100

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

**Response:** 1751

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### **Response:**

The College provides continuous impetus for research and publication through a well-defined research policy. It aims to create and support a research culture among its teachers and students. The college has a Research Committee to encourage, facilitate, and guide the teaching staff to apply for research projects, disseminate information regarding various funding agencies, review the proposals for workshops, seminars, and conferences, and foster interdisciplinary research projects and publications.

- The faculty is involved in research projects and publications. They are motivated and encouraged by the College instituted Best Research Project and Best Publication Award.
- Duty leave, travel allowance, and registration fees are provided to attend and present research papers at conferences and symposiums.
- The Institution Research Committee reviews various project proposals and recommends seed money to promote research.
- The committee encourages the faculties to apply for research projects. It helps the faculty members to update themselves with the latest skills through training programmes.
- Departments, faculties and students undertake collaborative research and publications helped by MOUs with colleges, institutions, NGOs, and industries.
- Field training and project work lay the groundwork for research activities amongst undergraduate and postgraduate students.

To ensure a coherent and transparent system for the conduct of research, the College has the following well laid out:

- Plagiarism Policy
- IP (Intellectual Property) Policy
- Seed Money Policy
- Consultancy Policy
- Code of Ethics

#### IMPLEMENTATION

- A Central Instrumentation Lab of the college with research instruments has facilitated growth in scientific temper, attitude, and interdisciplinary research. The college regularly invests substantially in the maintenance and improvement of laboratories. Moreover, the institute takes several initiatives and invests resources to update and upgrade the facilities meant for research-oriented activities.
- Through Wi-Fi enabled and Ethernet facilities in all departments, research work related to dissertations, projects, and assignments of UG as well as PG students is carried out extensively



with the help of IT support services.

- The affiliating university has recognized Economics, Physics, Commerce, Mathematics, and Chemistry as research centers to facilitate research.
- Faculty members numbering seventeen in number are research supervisors. There are 249 research papers indexed in Scopus, Web of Science, and UGC Care List, 475 chapters in books, and 26 edited and authored books published.
- The central and departmental libraries have a substantial number of reference books and journals of repute.
- Online resources available like DELNET, INFLIBNET, EPWRF, PDFCHM, The American Library database for faculty members and students to facilitate their research activities.
- Mathematica, SPSS, Python, Latex, R Studio, and Matlab software available to cater to the research needs of faculties and students.
- Seven major/Minor research projects from various agencies and grants received from DBT star college scheme and DST FIST.
- The plagiarism check of research papers and dissertations was done through the Drillbit Plagiarism software.
- IPR Club provides knowledge about patents, copyrights, and innovations through webinars and training programs. 7 patents have been published.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 1444354

#### 3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
776133	290000	277991	56521	43709

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3**

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 17.72

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 14

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

**Total Grants research funding received by the institution and its faculties through Government**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 114.24000

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.1

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 8

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year****Response:** 19.64**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 22

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The College provides a conducive atmosphere, infrastructure, and resources for the enhancement of innovations and incubations. The institution has various academic associations and cells through which students and faculty members are encouraged to undertake activities helpful for the creation and transfer of knowledge.

- Institutions' Innovation Council (IIC), Ministry of Education's Innovation Cell, GOI, to enhance the culture of innovation. The college has been awarded 3.5 stars (out of 5) in the rating list of IIC. Various themes of IIC like celebration days, self-driven activities, calendar activities, etc. are conducted regularly. Many innovative ideas were nurtured and took shape in several prototypes.
- Bio Design Innovation Centre: Students are motivated to learn skill development and acquire new skills through the many certificate programs offered by the departments under the aegis of the Value-Added Course Centre (VACC) of the college as well as the DIC (Bio Design Innovation Centre), which was founded with assistance from the Ministry of Home Affairs, New Delhi.
- DIC and Research & Development: Students are encouraged to think of original ideas and put forth innovative prototypes. The developed product/prototypes have been authenticated by trial/experimentation under the guidance of DIC and the Research & Development Center (R&D), SAC.
- Incubation Centre: After obtaining satisfactory data, a committee of collaborators, external members, and internal members put forth products/prototypes for incubation by the Incubation Center (IC), SAC.
- Entrepreneurship Development Cell: the IP Club and Startup Club motivate students to lay the foundation of a startup. Under the MSME Innovative (Incubation Component), awareness meets, workshops, seminars, and guest lectures on entrepreneurship are organized to promote the

incubation of innovative ideas, technology development for commercialization, and promotion of startups.

- IP Club: The College IP Club has framed an IPR policy to sensitize the faculties and students about legal frameworks and protections designed to safeguard original and novel creations. Various awareness seminars/webinars and workshops on IPR—patents, designs, & copyrights are regularly organized.
- Indian Knowledge System: The NEP recognizes the importance of integrating the Indian Knowledge System into the mainstream education framework, thereby fostering a sense of pride in India's cultural heritage.

MOUs with academic institutions and research organizations like Jabalpur Incubation Centre (JIC), Jawahar Lal Nehru Krishi Vishwavidyalya (JNKVV) and the Department of Biosciences, Rani Durgawati Vishwavidyalya, Asian Institute of Family Managed Business (AIFMB), Aventura Company, Mumbai.

#### OUTCOME:

- The College has obtained 7 patents as an outcome.
- 3 startups established SONORO, DropX Alliance and BooksReviewer.in.
- 7 prototypes have been developed.
- ARIIA (NIRF Innovation) participation and Rank recognized in the band "PROMISING" under the category "Colleges/Institutes (Private/Self-Financed) (Technical)"
- Ms. Isha Deshpande awarded Rs 5,00,000 for the startup SONORO from MHRD New Delhi under DIC.
- ED Cell organized BOOT Camps, workshops on Rakhi making, Sanitizer, lipstick, hand wash making, Business Ideas, Corporate Talk shows, and Best-out-of-Waste.

National Seminars, Visit to Temples, Forts, Museums, celebration of Hindi Diwas/Saptah, Bhartiya Bhasha Utsav. Each department takes care to ensure that students are familiar with the length, breadth, and depth of Indian Knowledge pertaining to their field.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.05

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 45

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 3.15

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

Response: 249

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 6.01

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 475

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.5

#### **Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response: 0**

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.6

#### ***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

**Response: 0**

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

## 3.5 Consultancy

### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**



**Response:** 50.26**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
9.50610	0.69790	23.76975	0.64625	15.64000

<b>File Description</b>	<b>Document</b>
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1**

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

The mission of the college is to instill 'humanitarianism' in the youth to mould for a better world. The College has enforced the values of community development by undertaking several programs through NSS, NCC, various clubs and societies, and Unnat Bharat Abhiyaan, which leads to 'inclusive and holistic development'. The faculty and students of the college engage in community work in its five adopted villages and other modest neighborhoods.

Due to time-bound traditions and sheer hard work, the entire student fraternity is involved in conducting awareness programs, camps, sensitization campaigns, and others. In the last five years, 2019-2024, the college organized 195 sensitization programs and extension activities.

The college tries to remain in sync with various schemes promoted by the Government of India and also engages in other activities in the larger National and Social interest. Some of the major extension activities done by the college in the last 5 years:

Under the motto of Atmnirbhar Bhatrat, various events like Ek Bharat Shrestha Bharat and Vocal for Local Campaigns have been successfully carried out.

- Gender Sensitization Programme, Training Programme for girl students, International Day of Zero Tolerance for Female Genital Mutilation, workshops on health and hygiene, self-defense, webinars, rallies, and others.
- For fostering Swacchh Bharat Abhiyaan NSS and NCC conducted a cleanliness awareness programme, Puneet Sagar Abhiyaan, poster competitions, and Nukkad Nataks (street plays) on campus and in several villages. Statue cleaning was also done.
- Health Literacy Programme. Health Checkup Camps in government schools and Blood Donation Camps annually, Eye Checkup Camp, Vaccination Camps, ROKO-TOKO campaign, awareness talks on cancer, and Pulse Polio Awareness Programme.
- Literacy Programme: Vedic Mathematics classes for Government School students and Computer Literacy classes have all been carried out with enthusiasm and verve.
- Environmental Conservation. Tree Plantation Drives, Energy Conservation through energy saving devices, Anti-Plastic Day, Save Water.
- Community Service. Visits to Old Age Homes, Raj Kumari Bai Bal Niketan, "Sisters of the Poor Old Age Home", Virat Hospice.
- Social Awareness Program: Voter ID Creation, Disease Awareness, Helmet awareness, receptiveness towards wearing masks, and sanitation.

## **Impact**

### **Students**

- Students are developing a sense of community responsibility and understanding of the living conditions of marginalized communities in their neighborhoods.
- They are more responsive to social and ethical issues, leadership, problem-solving, communication competency, and teamwork through these extension activities
- Inculcated empathy and feeling attachment of students towards eco-marginalized communities.

### **Community:**

- The neighborhood communities benefitted as it improved their educational awareness and got more focused on healthy lifestyles, hygiene values, and socio-economic development.
- Rural people were empowered to become self-reliant by producing their own sanitizer, helping them maintain protection in unsanitary conditions.
- A computer literacy program for village students extended our outreach to those beyond the campus.

**College:**

- The college received Best Swachha College of Jabalpur by Municipal Corporation, Jabalpur.
- The college received recognition from the Mahatma Gandhi National Council of Rural Education, the Department of Higher Education, the Ministry of Education, and the Government of India
- Faculties and Students received 57 awards and recognition.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**3.6.2**

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

**Response:** 195

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

2023-24	2022-23	2021-22	2020-21	2019-20
55	40	40	34	26

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.7 Collaboration**

**3.7.1**

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

**Response:** 46

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

St. Aloysius College has established stellar facilities of teaching-learning to cater to students holistic development. The state-of-the-art infrastructure demonstrates the management's commitment towards enhancing educational technologies and instructional tools to foster an atmosphere conducive to teaching and learning. An organized timetable ensures efficient infrastructure utilization.

#### **College Layout:**

The college spans over 10.52 acres and houses four blocks: Fr. Van Engelen Block, Bishop Dubbelman Block, C V Raman Block, and Mother Teresa Block. All floors are conveniently accessible through an elevator, corridors, and staircases. The college campus and buildings also provide multiple convenient ingress and egress points.

- **Smart Classrooms:**

Thirty-one smart classrooms include Interactive Flat-Panel Displays (IFPD) with cutting-edge features. The classrooms have energy-efficient LED lights and BLDC fans.

- **Laboratories:**

Adequately furnished sixteen laboratories: three for chemistry, one physics, one dark room, three computer science, two biotechnology, two botany, two zoology, one central instrumentation lab, and one language lab. Apart from routine purchase of instruments, the college has utilised funds under DST-FIST and Star College Scheme (DBT) to upgrade lab facilities for teaching, learning and research purposes.

- **ICT Facilities:**

Fully Wi-Fi enabled campus with high speed 100 Mbps of dedicated 1:1 leased line with one Hi-tech Seminar Hall, Auditorium with LED display wall, Lecture Recording Studio, 43 projectors, 540 Desktops/Laptops/IFPD, 12 Wacom Digital Pen Display, 07 Podiums, reprographic facilities, six servers. The college utilises licensed and open software for teaching and learning. The college provides free Wi-Fi to students.

- **Library and Digital Library resources:**

The library's E-Resource Centre contains 40 Internet access computers with access to N-LIST/-INFLIBNET and DELNET e-resources. College is local chapter for NPTEL SWAYAM Courses. Learning Management System and licensed internet platforms are available for blended learning.

- **Sports and Cultural Infrastructure:**

The college has a fitness centre for men and women. The 4.29-acre fields shared with sister concerns offers sporting facilities like volleyball, basketball, cricket, handball, athletics, football, and kabaddi. The Institution also hosts cultural events, seminars, conferences and workshops.

### **Support Services infrastructure:**

The college has well-furnished Research Centre, Placement Cell, NSS/NCC Centre, Women's Cell, Examination Cell, IIC, ED Cell and Infirmary and Girls' Common Room.

- **Utilities:**

Centralised EPABX System, Electrical Control Room, 160KW Generator, 24×7 CCTV based Security System covering the entire campus, Fire Fighting System and fire extinguishers in all blocks, Cafeteria, Parking Area, Water Harvesting Chambers, Vermicompost, Mushroom Huts, Water Coolers, RO Purifiers, Sanitary Napkin vending incinerator machine, Solar Street Lights and two digital display systems at the entrance.

- **Go Green Campus:**

The college supports green initiatives with a landscape garden emphasising on herbal plants. The college meet sustainable development goals through 60 KW Solar Power Panels, wastewater treatment, and plastic-free zones.

- **Facilities for Differently-abled:**

The college provides elevator, washroom facilities, wheelchairs, ramps, and reserved parking spaces to accommodate differently-abled students.

College is also used for summer training programs, extra/remedial classes, and activities organised by clubs/societies on breaks. Outside of academic hours, utilisation of college space is done for JIRF, Friendship Club, career guidance classes, alumni activities, and examinations conducted by external agencies.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 65.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
534.11356	1611.50614	287.71498	344.03908	147.03273

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

The college has a well-furnished Central library, Digital library, Reading room, and Departmental libraries, comprising 83,923 books, 3351 textbooks in Book Bank, 70 journals, 48 magazines, 17 newspapers, and old periodicals. The central library has subject-wise stack areas, display racks for new arrivals, a reference section, reprographic facilities, and a seating capacity of around 250. The college has a spacious reading room with a prominent display of journals, magazines, newsletters, newspapers, and internet access. The digital library provides in-house and remote access to e-resources. Each department has a reference library for academics and research.

## LMS eCAS

The Library Management Software has the following specifications:

Name of the LMS software	eCAS (Enhanced Campus Automation System)
Nature of Automation	Fully Automated
Version	eCAS24.1.23.1745
Year of Automation	2008
Latest Updated Year	2023

### Features of eCAS:

- **Database:** The database stores and retrieves library data like catalog records and patron information.
- **Cataloging:** Catalogue Section components include a search panel, library titles, media catalogs, and reports.
- **Circulation Module:** It tracks books, checks out items, and alerts patrons when items are due or overdue.
- **Online Public Access Catalog (OPAC):** eCAS features web-based OPACs for library users. Users can search the OPAC, manage their library accounts, track their circulation history, and review and recommend new arrivals.
- **Staff Interface:** Staff can access a local network web browser to check library book availability.
- **Reports:** There are nine categories: catalog Accession, Journal, Labels, Title, Due, Issue, Reserve, Return, and Slip.

### E-Resources

#### Inhouse E-Resources

- The college has created around 3500 educational videos for students *via* the LMS-Moodle and digital library.

#### Subscribed E-Resources.

The College Library has curated an extensive collection of both online and offline e-resources, which are:

- More than 800 CDs and DVDs of educational e-content.
- The N-LIST programme of INFLIBNET (part of the E-Shodhsindhu Consortium) provides access to over 6000 e-journals and 16500 full-text e-books from national and international publishers.
- DELNET membership allows access to international full-text e-books and e-journals in numerous subjects.
- The library offers access to various Open Educational Resources (OERs), including the NDJ, Directory of Open Access Books, e-PG Pathshala, NPTEL, and SWAYAM Courses.
- The college has Vidwan membership, an expert database, and the Indian Research Information Network System.



**EPWRF India Time Series Database:**

- The college purchased the EPW Database for statistical data and research-based studies.

**Plagiarism Detection Software**

- The college has plagiarism detection software *Drillbit* to encourage ethical writing practices among its students, research scholars, and faculty members.

**Accessibility, Training, and Exhibition**

- The College library facilitates easy access to resources through an open-access system utilizing the Dewey Decimal Classification (DDC) system, where books are barcoded with comprehensive data for reader convenience.
- The library distributes information about its facilities and programmes through student orientation programmes and organizes input sessions on library-related topics.
- Training programmes on databases such as Springer, Infilibnet, Drillbit, EPWRF, and DELNET are organized.
- Book exhibitions disseminate information about recent publications and function as a repository for disseminating knowledge.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.2.2****Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years****Response:** 1.09**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
9.85045	10.38349	5.80857	9.92818	12.60709

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

St. Aloysius College has a range of professional-grade audio-visual and editing facilities designed for educational purposes. The Audio-Visual Centre at the Institute is a state-of-the-art hub for faculty, technical staff, and students to access cutting-edge audio-visual equipment and services. The centre has advanced mixing and editing tools, a media studio, a lecture-capturing system (LCS), and related hardware and software for developing high-quality e-content.

**Mixing Equipment:**

The centre has an array of professional-grade mixing equipment, enabling the production of superior audio content. This comprehensive suite includes audio mixers (Black Magic Design Atem Mini Extreme ISO), microphones (Sennheiser EW-112p G4 Wireless Microphone), soundboards, and other essential accessories. The mixing equipment enables high-quality sound recording and editing, thus making it suitable for podcasts, interviews, and lectures.

**Editing Facility:**

The centre offers high-end editing facilities to complement the audio mixing capabilities. These facilities are equipped with industry-leading software, empowering users to refine and enhance their content's audio and visual components. Advanced editing software allows seamless audio and video integration, special effects, transitions, and other post-production additions, creating a polished and professional final product.

**Media Studio:**

The Institution's media studio is a multifaceted space engineered for professional multimedia production. The centre is fitted with acoustics wall paneling with GI channel along with acoustics carpet and acoustics ceiling, which meet the standard norms, Outfitted with sophisticated lighting systems (Godex Video Light Led 1000 BIII Colour), green screens (Green Mat Screen 10X8), and high-end cameras (Sony PXW-Z150), the studio provides an optimal environment for video recordings, interviews, presentations, and other visual content creation. The media studio is fully air-conditioned and soundproof.

**Lecture Capturing System (LCS):**

LCS technology enables instructors to record and capture real-time lectures, presentations, and classroom activities. It captures audio and video, ensuring a comprehensive recording of the entire learning experience, making it an indispensable tool for modern education.

**Related Hardware and Software:**

The audio-visual centre has advanced hardware and software for e-content development, which includes high-performance computers with processors (Processor 19 10900K MSI B760/32GB RAM), powerful graphic cards, video editing software (Abode Creative Cloud), animation tools, and other multimedia applications.

**E-content Development:**

The Institution acknowledges the importance of e-content development in learning. The audio-visual centre gives academics and instructional designers the hardware and software they need to create interactive e-content. The centre's tools enable dynamic and immersive digital learning materials that engage students and enhance their learning.

The Institution highly values its facility, which is crucial in enhancing its e-content repository and maintaining a YouTube channel and educational blogs to share knowledge and educational resources with a broader audience. Faculty members at the Institution are responsible for creating e-content tailored to their specific fields. They have contributed to the e-Shiksha portal of the Department of Higher Education, responding especially to the needs of NEP 2020, and designed to serve colleges throughout Madhya Pradesh. To improve their skills in e-content creation, faculty members regularly participate in faculty development programs (FDPs), which are essential for enhancing their proficiency in developing high-quality educational materials.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2**

**Student - Computer ratio (Data for the latest completed academic year)****Response:** 9.72**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 540

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.3.3****Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

St. Aloysius College has a range of professional-grade audio-visual and editing facilities designed for educational purposes. The Audio-Visual Centre at the Institute is a state-of-the-art hub for faculty, technical staff, and students to access cutting-edge audio-visual equipment and services. The centre has advanced mixing and editing tools, a media studio, a lecture-capturing system (LCS), and related hardware and software for developing high-quality e-content.

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- **Lecture Capturing System (LCS):**

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- **Related Hardware and Software:**

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The institution highly values its facility, which is crucial in enhancing its e-content repository and maintaining a YouTube channel to share knowledge and educational resources with a broader audience. Faculty members at the institution are responsible for creating e-content tailored to their specific fields and contributing to the e-Shiksha portal of the Department of Higher Education, designed to serve all colleges throughout Madhya Pradesh. To improve their skills in e-content creation, faculty members regularly participate in faculty development programs (FDPs), which are essential for enhancing their proficiency in developing high-quality educational materials.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years****Response:** 30.06**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
371.94386	349.06625	213.41500	173.79436	230.55488

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4.2**

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

The institution has policies and procedures to govern the utilization, maintenance, and enhancement of its physical, academic, and support facilities as per the recommendations put out by the committee.

**Utilization of Infrastructure:**

The optimal utilization of the infrastructure is ensured by the Principal and teaching faculty. Facilities are best used by following a two-shift system and a well-structured timetable for comprehensive utilization and planning multiple examinations, seminars, training programs, and events throughout the holidays.

**Monitoring of Maintenance of Infrastructure:** The maintenance of infrastructure is carried out in a

well-planned and systematic manner, which involves inspection and repair. The Principal heads the maintenance and planning with the Vice- Principals and the Administrator.

The purchase committee, led by the Principal as the chairperson, consists of the Vice Principals, the Head of IQAC, the college Administrator, and one senior faculty member who manages budgets and equipment purchases, IT, and infrastructure.

- The Administrator supervises the support workers who maintain the auditorium, conference room, and a green, clean campus.
- The teaching and non-teaching staff inform the Administrator of the maintenance and improvement of the classroom facilities.
- Departmental staff assess infrastructure and operational issues of instruments in the department. All departments maintain stock registers, and stock is verified.
- The support staff routinely looks after laboratory maintenance needs. Each laboratory maintains a record of purchase and maintenance expenses. An annual maintenance contract accompanies major equipment purchases.
- The Library Committee, comprised of the Principal (Chairperson), Administrator, Librarian, Assistant Librarians, and departmental faculty members, oversees library infrastructure utilization and maintenance. The committee facilitates the management of library services and makes them user-friendly. The support staff keeps the central library and reading room usable.

The college follows a comprehensive IT policy. The IT Committee oversees the procurement and installation of IT infrastructure and the periodic software upgrade. The college has dedicated in-house staff for data and network management and technicians for computer and accessory maintenance. An annual maintenance contract includes an online tech-support engineer who maintains the ERP system.

- The digital library and media centre are managed by qualified and trained in-house staff.
- The Sports Officer supervises the proper utilisation and maintenance of the sports infrastructure for outdoor and indoor game facilities, gymnasiums, and equipment.
- The Department of Zoology and the Department of Botany and Microbiology maintain the vermicomposting and the mushroom culture units.
- The garden is maintained by a full-time gardener under the supervision of the Administrator.
- The elevator, solar panels, fire safety setup, CCTV, generator, and air conditioners are maintained through AMC.
- In-house technicians are involved in the maintenance of electrical and public address systems.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 65.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
3344	3699	3725	3533	3282

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

In today's dynamic and highly competitive world, institutions play a pivotal role in shaping the future of students beyond academics. The college has implemented a comprehensive array of initiatives aimed at providing career counseling, e-counseling, and guidance for competitive examinations to its students.



These efforts include:

### Initiatives for Competitive Examinations

- **Competitive Exam Guidance:** Workshops and sessions are regularly organized to provide students with guidance on competitive exams. Every year, the college hosts an "AlumSpeak" session where alumni who have successfully cleared competitive exams share their experiences. These alumni offer valuable insights, guidance, and motivation to help current students prepare effectively for their exams.
- **Lectures and Workshops:** The institution organizes lectures and workshops on interview etiquette, mock interviews, resume building, time management and SWOT analysis.
- **Special Classes for Competitive Exams:** Special classes are arranged for various competitive examinations such as NET, Civil Services, SSC, Bank and Railways.
- **Resource-rich Library:** The institution has a well-stocked library containing a plethora of books, journals, and online resources related to competitive examinations and career pathways. Students can access these resources both physically and digitally.
- **Alumni Network:** The extensive alumni network serves as a valuable resource for students. Alumni, mentor and guide current students, sharing their experiences and strategies.

### Initiatives for Career Counseling

- **Placement Cell Initiatives:** The Placement Cell organizes professional development activities such as workshops, counseling sessions, job placements, GDs, and mock interviews. Special inputs for CV and resume writing, and job application procedures. Sessions on career opportunities like Marketing, Finance, HR, Digital Marketing, and entrepreneurship development have been organized.
- **Personality Development Sessions:** Sessions on personality development bolster students with the right set of knowledge, skills, and aptitude.
- **Collaboration with Internshala:** The institution has collaborated with Internshala, India's leading internship portal, where more than 400 students have registered and are undergoing internships, providing them with hands-on experience in corporate culture.
- **Training Module for Final Year Students:** A training module initiated for final year students to prepare them for campus interviews and written aptitude tests. A 100-hour training program 'Udaan' has been devised wherein students are trained on verbal and mathematical aptitude, logical reasoning, data interpretation, group discussions, and interviews.
- **Capacity Building Training Programs:** All departments organize capacity-building training programs, internships, and certificate courses to enhance student's skills and make them industry-ready.
- **Vocational and Add-on Courses:** The institution offers vocational, add-on, and certificate courses to augment students' employability skills.
- **Short-Term Self-Employment Training:** Short-term self-employment training, language skills, entrepreneurial skills, and computer skills are provided to students, enhancing their career prospects organically and progressively.
- **E-Counseling Services:** Recognizing the need for flexibility and accessible career counseling, guidance for competitive examinations, and skill enhancement opportunities, the institution offers e-counseling services through webinars, online career guidance, and virtual counseling sessions.
- These efforts demonstrate the institution's commitment to empowering students with comprehensive career counseling, guidance for competitive examinations, and skill enhancement

opportunities, positively influencing the career choices and skill development of its students.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

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

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 43.39

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
549	734	980	925	778

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 1.38**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
18	22	27	24	35

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 112**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
30	35	22	09	16

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

#### **1. Students Council of St. Aloysius College**

The Students Council of St. Aloysius College acts as the representative body for students, ensuring their concerns are perceived and understood. Students' perspectives are heard and addressed within the academic and administrative spheres of the institution. It fosters a cohesive relationship between the students, faculty, management, and other stakeholders. The Council comprises of meritorious students of every class. The meeting of the Council is held periodically to solicit feedback and suggestions from student representatives on student-related issues. The suggestions and grievances given during the meetings are recorded and appropriate action is taken on the same. By actively involving students in decision-making processes and empowering them to lead initiatives, the institution creates a vibrant and inclusive learning environment conducive to holistic development and success.

#### **2. Functions of the Student Council**

- The council's functions encompass a wide range of responsibilities aimed at enhancing the academic, co-curricular, and overall welfare of the student community. The council plays a pivotal role in ensuring the smooth functioning of the institution. Its main functions are:
- Playing a key role in planning, coordinating, and executing major academic and co-curricular programmes.
- Maintaining overall discipline on campus.
- Recommending student welfare initiatives to management and enabling their effective implementation.
- Initiating community engagement activities.
- Monitoring academic and socio-cultural events in the college, including the annual social gathering and annual sports meet.
- Playing significant roles as volunteers in conferences, workshops, and other college functions.
- The members also act as goodwill ambassadors of the institution.

### 3. Representation of students in academic and administrative bodies/committees

The institution believes that the involvement of students in academic and administrative bodies not only enhances transparency but also cultivates essential skills such as leadership, teamwork, decision-making, and time management. There are student representatives in various bodies and committees, including:

- IQAC: Student representatives contribute student perspectives, feedback, and ideas to enhance academic quality and foster a student-centric approach to decision-making processes.
- Departmental clubs, forums, and societies: Student representatives plan, organize, and execute events.
- Women Cell: The representatives help in planning and organizing activities.
- Anti-ragging Committee: The committee members help to implement policies, and educate peers about the consequences of ragging to ensure a zero-tolerance environment.
- Grievance Redressal Cell: The members ensure transparency in decision-making.
- Entrepreneurship Development Cell: Students as cell members help in organizing workshops and support initiatives to nurture innovation and startup ventures.
- Magazine/Newsletter Committee: The students help in editing and publishing the Annual College Magazine (The Aloysian). They are also on the editorial panel and help to publish departmental newsletters.
- Library Committee: Provide feedback regarding the student's requirements.
- Placement Cell: Members coordinate with industry professionals and candidates. They also manage campus placement activities.
- Sports Club: Organizes various sports events with the help of student volunteers.
- NCC & NSS: Students engage in community service, leadership development, and nation-building activities.

Students' involvement in academic and administrative bodies plays an integral role in fostering student engagement, promoting leadership development, and enhancing the overall quality of campus life at St. Aloysius College.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 50.27

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
23.50	5.60100	12.554	2.84253	5.76950

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

St. Aloysius College Alumni Association (SACAA) stands as a pillar of support and a testament to the enduring legacy of the institution. The association continuously strives to uphold the values and standards of excellence instilled by the institution. It is a registered Association (Registration number: 04/14/01/18510/16) that provides invaluable support, not only in terms of financial aid but also in cultivating a supportive and well-connected educational community. With a prestigious 73 years history, distinguished alumni have served and continue to uphold the institution's rich legacy. The esteemed list of alumni includes notable figures like Justice Rohit Arya, Justice Prakash Shrivastav, Justice Deepak Verma, Justice Rajendra Menon, Mr. Vivek Tankha, Member of Parliament, Mr. Prem Dubey, industrialist, Late Brigadier I. A. Yusufji, Mr. Swaraj Puri, Former DGP, Madhya Pradesh and Dr. Sudhasattwa Ghosh, Scientist at Bhabha Atomic Research Centre, who continue to be torchbearers of the institution's success. The alumni have made invaluable contributions to the institution's growth and success through multiple initiatives. Some major contributions are as follows:

1. **Academic Support:** The alumni actively engage with students through motivational lectures, professional seminars and mentorship programs. The departments invite alumni as resource persons and keynote speakers in their areas of expertise.
2. **Bridging the Curriculum Gap:** Many alumni hold prominent positions in industries. Their expertise and connections enable the institution to establish effective linkages with leading industries, facilitating collaboration and providing students with valuable insights into real-world applications of their knowledge. They provide internship and guide students to develop their entrepreneurial skills and help in establishing start-ups.
3. **Members of Important Bodies:** The alumni are active members of many important bodies of the institution and serve as members of Boards of Studies, IQAC, Academic Council, Governing Body and Entrepreneurship Development Cell. They help keep the institution at the forefront of educational innovation and excellence.
4. **Placement & Career Guidance Assistance:** Alumni help students secure internships and job placements in premier organizations by leveraging their networks and industry connections. A few alumni serve as recruiters for their companies. They offer valuable advices on cracking examinations, empowering students to successfully navigate the transition from academia to the workforce.
5. **Promoting Institutional Events:** Alumni actively participate in the institutional events and initiatives undertaken by the institution. They serve as jury members and sponsors for academic and cultural fests and help to organizing conferences and seminars. Their involvement not only enriches students experience but also strengthens the bond between alumni and the institution.
6. **Institute Social Responsibility:** Alumni in association with the institution is engaged in conducting activities for the welfare of society. They render support for outreach initiatives of the college. Moreover, the alumni association demonstrates a strong commitment to social responsibility through their initiatives for societal welfare. From literacy programs to donations, alumni engage in community outreach activities, embodying the institution's ethos of service and



compassion.

**7. Financial Support:** The alumni offer financial support. They have contributed to the well-being of students by providing scholarships and sponsoring medals for meritorious students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### Response:

**Vision and Mission Statement:** The Aloysian Society was established with the vision of serving marginalized sections of the Jabalpur region. The motto of the college, “Virtus in Arduo” is inherent in the vision and mission statement of the college, which motivates the students to achieve excellence in both academics and character formation, inculcating a scientific temperament and integral development. Five core values accentuate the obligations inherent in the mission of the college: knowledge, research, skill, self-reliance, and humanitarianism. The educational curriculum is designed to foster the holistic development of every learner, emphasizing the cultivation of knowledge, the pursuit of rigorous research, honing of essential skills, nurturing of self-reliance and promotion of humanitarianism as intrinsic qualities.

**Aloysian Leadership:** St. Aloysius College is managed efficiently under the able leadership of the Principal as the Head of the Institution and the statutory bodies. The Principal works in collaboration with the college fraternity and establishes an understanding and linkage with the stakeholders—to fulfill the vision and mission of the institution—through a decentralized and transparent administration.

**NEP-2020 Alignment:** Implementing National Education Policy (NEP) required innovative strategies to navigate learning challenges effectively. The institution introduced innovative ideas, focusing on multidisciplinary education, pedagogical development, learner reskilling, and Proactive Management Practices. Pedagogy was systematically upgraded to Bloom's Taxonomy, Outcome-Based Education was adopted, reskilling learners was done through Internship opportunities, the Centre for Value Added Courses (VACC), and Management Practices. Digital infrastructure, inclusive education, quality assurance and resource allocation were incorporated for alignment with the objectives of NEP.

**Sustained Institutional Growth:** The college focuses on continuous professional development for faculty upskilling, promotes engagement in societal community-based research and publication, and adopts innovative pedagogical methods for effective teaching, leadership training, and guidance.

Developing state-of-the-art infrastructure with cutting-edge facilities for classrooms, laboratories, library and auditorium integrating modern communication technologies.

**Decentralization:** The college is actively involved in promoting the culture of participative management in the analysis of problems, development of strategies, and implementation of solutions. Participative Management enables the faculty to take an active part in the organization-wide decision-making process, increasing the productivity, efficiency, mutual trust, and understanding between management and faculty. It also provides considerable level of job satisfaction, promotes shared responsibilities, facilitates

teamwork, and fosters dynamic human resource development. In the comprehensive college duty list of the college, there are statutory as well as working committees. The Governing Body, Academic Council, Board of Studies, Examination Cell, Finance Committee, IQAC, and others embody teamwork, participative culture, and efficient collaboration between faculty and management.

**Strategic Perspective Plan:** The college has focused on development by adopting and executing a diligently prepared blueprint of Aloysian Strategic Plan spanning over three decades. The objectives of the plan emphasize long-term, mid-term, and short-term accomplishments in alignment with the Vision and Mission statement of the institution. Earnest efforts are made to achieve the purposes. It aims to keep the institution attaining high standards in teaching, learning, research and extension activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### **Response:**

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring, executing, and elevating the quality processes in the institute. Strategic planning prioritizes efforts, effectively allocates resources, aligns stakeholders and faculty, and ensures those goals are accomplished through sound stratagems. St. Aloysius College has established benchmarking standards and formulated strategic plans to attain these goals through carefully documented, strategic planning based on international quality standards, the objectives of higher education in India, and the directives of NAAC and UGC. The college has embarked on its journey of development through a three-phased plan, namely,

1. Aloysian Strategic Plan 2003–2013
2. Aloysian Strategic Plan 2013–2023
3. Aloysian Strategic Plan 2023-2033

#### **College Milestones**

Keeping in view the goals and objectives inherent in the Strategic Perspective Plan of the college, the following were accomplished:

#### **Education, Research and Extension Achievements**

- Autonomy Extension till 2029
- Establishment of Research Center—Department of Commerce (2023)
- Creative approaches to Peace for Whole Person Education by United Board for Christian Higher Education in Asia- (2023)
- Recipient of New Code of Education- (2022)
- Establishment of Research Center—Department of Economics and Mathematics in 2021
- Star College Scheme by Department of Biotechnology, Ministry of Science and Technology, New Delhi- (2020)
- Paramarsh Scheme, NAAC-2019
- New Courses Initiated: PG Commerce (2018)

### **Infrastructure Enhancement**

- Computer Lab Renovation (2024)
- Well-equipped Media Center (2024) Library upgraded and renovated (2024) Renovation of parts of the college (2024)
- College has upgraded to Smart Classroom technology with 75” BrioTouch ALL-IN-ONE 4K interactive Panel with Enhanced and Interactive Learning Experience, Easy Access to Online Resources with professional internet networking with dedicated Wi-Fi access points, Sound system, and wearable wireless microphones insulated with sound-absorbing materials in classrooms (2023)
- College Auditorium has been renovated and upgraded with a wall digital display and cassette AC systems-(2023)
- Biotechnology laboratory renovated and upgraded- (2023)
- Well-furnished modular Chemistry Laboratory (2018)
- The renovation of the Examination Cell, which includes remodeling the interior with full AC cooling, is already planned

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

**Appointment Policy:** The college is an Autonomous institute affiliated to Rani Durgawati Vishwavidyalaya, Jabalpur, Madhya Pradesh. The appointments in college are made after duly and widely advertising the post containing essential information about the minimum qualifications required by the candidates along with the emoluments. All rules stated in Statute College Code 28 are followed for appointment of teachers as well as the applicable service rules.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Performance Appraisal: The management promotes an inclusive work culture and a**

**congenial ambiance on campus. To certify that a real performance appraisal system is in place, the institute and the employees ensure that the job tasks and requirements, as well as the performance expectations, are understood and interpreted from the right perspective. Necessary forms designed by the institute for undertaking the exercise of performance evaluation are circulated to all the employees for submitting their self-evaluation along with supporting documents, wherever applicable. The performance evaluation and appraisal are done with meticulousness for all the teaching and non-teaching staff of the institute at the end of every academic year, as per the performance-based appraisal system. Thereafter, the forms are forwarded to the designated panel members with the remarks of the concerned HoD for face-to-face interaction with every employee to encourage active participation and impartial analysis. The panel consists of the Principal, Vice Principal, and heads of departments. Recommendations are made for future improvements and finding probable solutions. The institute strongly believes that the outcome of this process must comprise shared communication and healthy discussions on strengthening individual and institutional growth.**

### **Effective welfare measures for teaching and non-teaching staff**

The staff is privy to benefits, schemes, and privileges like:

- The staff is provided with insurance and group insurance, a Provident Fund, and a Gratuity fund
- Interest-free loan Increment for Ph.D.
- A Wi-Fi facility is available on the college campus.
- The staff has access to laptops and desktop computers in the library. There are four computer labs and a language lab.
- The college contains a well-stocked library with text and reference books on all subjects. Open gym and sports facilities.
- An annual one-day outing is organized for teachers and support staff
- Indoor games facility for the staff to relax
- Fraternity lunch is provided for all the staff at the end of the academic year
- Staff get-together for the feast of St. Aloysius
- Canteen facilities, gyms, and sports facilities are available on campus for staff
- All applicable leaves are granted to employees; for example, female teachers are granted maternity leave.
- School admissions are ensured for the children of staff in prestigious schools run by the same society.
- Free education for children of non-teaching staff in the college.

### **Avenues for career development and progression**

- Leave for Overseas Project or Conference
- By allowing staff duty leave, the institution facilitates skill knowledge enhancement. Registration fees and TA are paid for training programs, orientations, refresher courses, workshops, and seminars that encourage academic skills.

- Faculty members are assisted in pursuing doctoral studies and research
- Seed money is provided to faculty to encourage research. Encourages and supports publications  
Faculty members can avail of the INFLIBNET, DELNET, and other online resources.
- Faculty enhancement programs for skill upgradation and training are organized for teaching and non-teaching staff.
- Recognition to staff for outstanding work.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 66.67

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
107	103	04	81	81

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 55.85

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
82	30	40	77	86

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

**6.4.1**

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

The college has a structured mechanism for the mobilization of funds and their optimum utilization. The Finance Committee, constituted by the principal, has the responsibility of planning and supervising the



mobilization of funds for the effective functioning of the college. The Committee prepares a finance budget at the beginning of the year for both academic and administrative activities. Proposals are designed according to the availability of funds anticipated from multiple resources. The Finance Committee functions in consultation with allied committees, such as the Infrastructure Committee, ICT Committee, and Research Committee, to formulate strategies for the mobilization of funds and their effective utilization. The committees convene regular meetings to discuss and plan financial management, evaluate the requirements of the departments and other fora, and allocate the funds accordingly. The governing body closely monitors the utilization of funds and grants two times every year. The main dictum of resource mobilization and optimal utilization of resources is to provide students of the college with quality teaching and inimitable growth of students.

## **Resource Mobilization**

### **Revenue is generated by the following measures:**

- Consultancy services by the faculty members and contribution of a portion of funds received. UGC grants received for projects and schemes.
- Grants from other government organizations like MHRD, MPCST, ICSSR, DBT, and DST-FIST. The shared use of infrastructure by government institutions for conducting competitive examinations like UPSC, MPPSC, and NEET
- A grant from the United Board of Hong Kong for Faculty Development Programs.
- Interest gained from saving bank accounts and deposits supplements the institutional funds. Donations from the Foundation Society, alumni, and various sources for the development of the college and the establishment of scholarships for the students.

### **Optimal utilization of resources**

- The finance committee strategizes, checks, and monitors the utilization of funds.
- The budget allocation has been optimally utilized for the welfare measure of faculty and staff. Financial provisions are made to conduct several academic activities, such as seminars, conferences, workshops, FDPs, trainings, guest lectures, and other curricular activities.
- The funds are allocated for the promotion of research, innovation, and consultancy.
- The funds allocated for the creation and maintenance of infrastructure facilities are utilized optimally.
- Resources for the improvement of examination and evaluation procedures facilitate the functionality of departments, clubs, NCC, and NSS.
- Internet and Wi-Fi facilities, maintenance of software and internet facilities, books, magazines, and journals for the central library.
- Financial allocations for staff welfare measures.
- For optimal utilization of various equipment in the labs, the college promotes inter-department sharing of resources
- Extension activities are effectively carried out by utilizing the funds provided by the institution. Modernization of the central library and its resources.
- Development of sports amenities, furniture, and stationery. Renovation and modernization of laboratory facilities.
- Maintenance of a green campus and an eco-friendly environment for renewable energy. Adequate fund allocation for cultural activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 36.4

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
8.84900	3.29519	2.50034	18.29560	3.46484

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

**Internal Audit:**

Internal auditing is a continuous process wherein the officer in charge scrutinizes the financial data.

This is verified by the administrative officer and the principal for transparency and accuracy. Income and expenditure are monitored by the Administrator, the Principal, and the Section Officer (Accounts). For purchases, quotations are invited, and purchases are made as per norms. For grants received from the UGC, utilization certificates are prepared according to the permissible expenditure under various heads and annually submitted to the UGC. Corrections are executed based on the audit report, and clarifications called for by them are submitted as an audit reply.

The scrutiny and authentication of the financial data are conducted by the Principal of the college and the Secretary of the Governing Body. The annual financial statement is prepared at the end of every financial year. The purchase committee scrutinizes the quotations taken from relevant vendors and, as per norms, finalizes the vendors before orders are placed. After making stock entries for the items purchased, the bills are signed by the Head of the Department (Librarian, Sports Officer, etc.), after which they are checked and attested by the Administrator, and finally approved by the Principal.

### **External Audit Mechanism**

An independent Chartered Accountant and team are appointed by the institution for the external audit at the end of the financial year, in compliance with statutory requirements. According to standard accounting policies, departments are responsible for scrutinizing and verifying bills, vouchers, and records related to expenses, with physical checks being conducted. The bills and vouchers for the revenue/expenditure are checked. The vouchers and proper records with the concerned department of capital expenditure are checked and verified. Departmental Accession Registers, Departmental Stock Registers, and Purchase Registers are physically checked.

The utilization grant certificates are audited by the external auditor. Accounts are audited by L. D'Souza & Co., Chartered Accountants, Nagpur. Statutory external audits and assessments of income, expenditure, and receipts are done by CAG. The audit objections and compliance, if any, are handled by the Accounts Department.

The financial administrator in the college is the accountant or finance officer, who maintains the daily financial transactions. All the yearly statements of accounts and audited reports are placed before the College Governing Body and before the Foundation Society. The expenditure of the college is as per the annual budget.

Whenever there are any major findings or objections in the audit reports, the same are reported to the Finance Committee, which in turn recommends suitable actions and resolutions that are informed to the Executive Council. Whenever minor errors, omissions, and commissions are pointed out by the audit team, they are immediately corrected and precautionary steps are taken to avoid future recurrence of errors. The audit compliance committee reviews the observations in detail along with all available justification and supporting notes and exercises its power to verify the facts in detail. The team meets the auditors for any further clarification before issuance of the compliance report.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

#### **Response:**

The IQAC was established in 2005 to institutionalize quality initiatives in academic and administrative excellence, technology upgrades, scientific innovations, and benchmarking quality assurance strategies. IQAC's initiatives have streamlined teaching-learning processes, improved students' outcomes, and promoted active engagement. Incremental improvements post-accreditation initiatives:

- The National Education Policy 2020 (NEP) has been embraced to ensure the global education development agenda, SDG4, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” can be achieved.
- The college has opened Academic Bank of Credit (ABC) accounts for the accumulation of credits and digitalization of documents.
- Teachers are encouraged to attend international and national-level workshops and training programs.
- More than 100 MoUs signed with international and national institutions and entered into partnerships with industries of repute.
- Regular workshops are organized on stress management, health, and hygiene.
- Entrepreneurship Development Cell, Institution Innovation Council, Research & Development Cell, and
- IPR Cells to support and enhance research aptitude, with the result that the college has become a Business Incubator of MSME.
- Institutional Social Responsibility (ISR) is rendered through Community Engagements like the adoption of five villages, awareness campaigns, and reaching out to the marginalized.
- International Student Faculty Exchange Programmes have been organized.
- Departmental performance appraisals and individual performance appraisals of teaching and non-teaching staff were initiated.

## Practice I: Quality enhancement through Peace Building Programs sponsored by the United Board for Christian Higher Education

### Context

The institution is committed to building global competencies, peace in young learners' minds, and fostering a stress-free work environment. The United Board for Christian Higher Education in Asia (UBCHEA) has been a significant catalyst in enhancing the quality of education and promoting peace in higher education institutions across Asia. The organization's peace programs are pivotal in cultivating a culture of peace, tolerance, and mutual understanding among heterogeneous groups. The main objective of this project is to create Peace Warriors with an understanding of peace underscoring whole-person wellness.

The process of incorporating the Peace Building Course on the campus includes:

- *Curriculum Development and Integration Faculty Training and Development, Student Engagement and Leadership Student Mentoring and Orientation*
- *Community Outreach and Service Learning*
- *Enrollment Process: Applications received from the students.*
- *Shortlisting of applications based on volunteering to become Peace Warriors. Mentoring support to selected candidates.*
- *Guiding selected students to prepare self-assessment analyses and presentations. Obtaining Certificate of completion.*

## Practice II: Quality Assurance through participation in national-level rankings and internal/external audits:

**National Level Surveys and Audits:** *To consistently evolve and improve quality in all realms, in an increasingly competitive environment, the IQAC strives to achieve national rankings for the institution through notable accomplishments by raising benchmarks in required parameters of excellence like teaching-learning, community services, placements, etc. The institution participates in national surveys for higher education institutions like India Today, NIRF, AISHE, and ARIIA. To affirm and sustain quality, the IQAC also conducts internal and external audits like Administrative and Academic Audit (AAA), Green Audit, Gender Audit, Environmental and Power Audit, and Autonomy inspections.*

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

### **Best Practice I: Teaching-Learning Process Review Mechanism**

The IQAC implements a structured mechanism for reviewing the teaching-learning process to foster a supportive learning environment, augment learning outcomes, and promote active learning. This mechanism is guided by benchmarks such as a student-centric curriculum, the adoption of innovative pedagogies, and the redesign of assessment strategies.

**Data Collection and Analysis:** The process involves both qualitative and quantitative data to assess the effectiveness of teaching and learning.

- **Student Satisfaction Survey:** Students give feedback on the teaching-learning process. The IQAC analyzes this to assess how effectively educational objectives are being achieved and to identify areas for improvement.
- **Digital Daily Diary:** Teachers maintain daily diaries aligned with the academic calendar. These diaries are reviewed by Department Heads, the Vice Principal, and Principal ensuring that the teaching-learning process adheres to planned schedules and objectives.
- **Classroom Observation:** IQAC has designed an observation report to evaluate teaching performance. This offers objective feedback, focusing on teaching methodologies, communication skills, and classroom engagement for professional development and improving the educational experience.
- **Course Plan Review:** Departments create action plans that align with the university's academic calendar. The IQAC monitors the implementation of these plans, which include key academic tasks such as project presentations, internal exams, and feedback collection, ensuring that the teaching-learning process is executed seamlessly.
- **Academic Performance Indicators:** Teachers submit annual academic performance indicators, which are reviewed by Heads, Vice Principal, and Principal. This process helps identify areas for professional growth and continuous improvement.

### **Best Practice II: Continuous Quality Upgradations**

The IQAC drives continuous quality enhancement through curriculum redesign, add-on courses, skill enhancement initiatives, and research-oriented activities through the following methods:

- **Periodic Academic Reviews:** The institution has evolved from traditional teaching methods to state-of-the-art, technology-enhanced classrooms. Departmental meetings with the IQAC critically evaluate new teaching methodologies, incorporating feedback for continuous improvement, leading to better student performance and examination results.
- **Teaching-Learning Orientation:** Department heads conduct orientations to brief faculty on the expected course outcomes and pedagogies, drawing insights from previous academic reviews.
- **Course Plan Development:** Faculties prepare detailed course plans, outlining pedagogies and expected outcomes, to ensure that teaching is aligned with academic goals and student needs.
- **Outcome-Based Education (OBE):** Since 2018-2019, the IQAC has implemented a framework for defining Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course

Outcomes (COs), making learning objectives specific and measurable and lately in line with NEP.

- **Syllabus Restructuring:** The syllabus is revised based on feedback from industry experts, alumni, students, and other stakeholders, with evaluations based on Bloom's Taxonomy to ensure that learning outcomes are pragmatic and clearly defined. It is then approved by the Board of Studies and Academic Council.
- **SAC E-Lecture Pool (MOODLE):** The IQAC provides guidelines and training for faculty on e-learning platforms, with regular reviews of content to ensure it meets learning objectives. Students access these resources via the college website.
- **SWAYAM Courses:** Students are encouraged to enroll in SWAYAM and other online learning platforms, enhancing their skills and complementing their formal education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The institution is committed to achieving gender equality and empowering all women and girls, aligning with the values enshrined in NEP 2020 and **United Nations SDG-5**, by actively promoting gender equity and working to eliminate culturally inherited biases to create a neutral learning environment.

#### **Institutionalization of Gender Equality Initiatives**

The institution prioritizes creating a dignified and inclusive atmosphere to empower female staff and students.

- It enforces key **policies** such as Equal Opportunity, Student Grievance Redressal, Gender Sensitization, Anti-Sexual Harassment, and the Code of Conduct to ensure a safe environment.
- **Statutory Cells**, including Grievance Redressal, Anti-ragging, and Anti-Sexual Harassment, work with the Women's Cell to uphold these policies.
- Annual **Gender Audits** assess campus equality.
- **Gender-sensitive topics** are woven into syllabi.
- Faculty members take **rotational campus duty** to ensure safety and order, underscoring the institution's dedication to gender equality and a supportive educational setting.

#### **Curricular and co-curricular activities**

- The curriculum integrates a comprehensive suite of **30 courses** centered on gender equity.
- Exploring gender issues through **project work, surveys, and fieldwork** is encouraged to facilitate in-depth study and understanding.
- Annually, the **Women's Cell** hosts training, seminars, and workshops on women's empowerment, entrepreneurship, and safety, aimed at **enhancing skills** and **fostering respect** among male students towards female students.
- **The NSS Girls Unit** promotes gender security through **Self-Defense Training and Digital Safety Workshops**.
- **The NCC Girls Unit**, with 160 members, fostered equality, respect, and inclusion through educational workshops, community outreach, and leadership training

#### **Safety and Security Measures**

The institution ensures **women's safety** through adequate infrastructure, with counselors and mentors

providing care and support.

- The campus is monitored by **160 surveillance cameras** for security.
- **Entry is controlled by security staff, whose vigilance prevents unauthorized entry.**
- Visitor records are maintained.
- The website and key campus locations display **emergency contact numbers**.
- **Clear and confidential reporting** mechanisms are established for incidents related to women's safety, with the Grievance Redressal Committee ensuring prompt action.

### Facilities and Services

- Special **Poor Girl Child scholarship**.
- **Medical services** with weekly doctor visits and emergency accessibility.
- Schedules monthly visits of **female police officer** to discuss safety, legal rights, and personal security with female students.
- Separate **NCC and NSS** units for boys and girls, fostering participation and leadership.
- **Dedicated coaches** for boys' and girls' **sports** teams to enhance athletic development.
- Separate **Gym center** for girls and boys with latest amenities.
- Well-maintained **sanitary facilities** with easy access to feminine hygiene products.
- **Self-defense training sessions** for women to learn personal safety techniques.
- **A dedicated counselor and career counselor** on campus.
- The institution provides secure, **separate hostels for boys and girls**, each accommodating 200 students and featuring reading and recreation rooms for leisure.

### Impact

- The female students strength in the college is over 50%.
- Fostering an **inclusive culture** that values the contributions of women in shaping the institution's policies and direction.
- Over **70%** of the faculty members in decision-making bodies and committees are female.
- The institution ensures equal representation across student councils and the significant achievements of female students in curricular and co-curricular activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation

**5. Use of LED bulbs/ power efficient equipment****6. Wind mill or any other clean green energy**

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

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.3**

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

Aloysius College is actively engaged in the Swachh-Bharat-Abhiyan, India's major cleanliness initiative, by following 7 R's (**Rethink, Refuse, Reduce, Reuse, Repair, Recycle, Rot**) strategy and participating in diverse waste management practices on and off campus. The college has been recognized with the Swachata Award for being the **Cleanest-College in the grant-in-aid category in Jabalpur, an accolade awarded by Nagar-Nigam and Cantonment-Board, Jabalpur.**

**1. Solid-Waste Management:**

- The campus practices effective waste segregation into **bio-degradable and non-biodegradable categories using color-coded bins.**
- **Organic-waste** is processed in **vermicompost and organic beds**, generating approximately 100 kg of manure annually for campus and staff use.
- **Non-degradable waste** is recycled in collaboration with Jabalpur's municipal services.
- **Paper conservation** is promoted through single-sided printing and electronic communication.
- **Food waste** from the hostel is repurposed as fodder.
- **Old furniture** is refurbished and donated to rural schools.
- Every year vermicomposting **training and internship-programs** are conducted to bolster student

skills in sustainable waste management.

## 2. Liquid-Waste Management:

- Wastewater from the RO system is directed into a soak pit to facilitate ground-level recharging.
- Water from hostel washbasins is cleaned for gardening.
- **Experiments** using **Green Chemistry** are practiced to reduce **chemical effluents**
- Additional **liquid waste** from departments and offices is channeled to the municipal sewage system.

## 3. Biomedical-Waste Management:

- The college adheres to **biosafety guidelines** for the disposal of biomedical waste.
- Materials from **haematological experiments and microorganism-cultures** are sterilized through autoclaving before disposal.
- **Glass slides** are sanitized with alcohol for reuse.
- **Sanitary-napkins** are incinerated to ensure proper disposal.

## 4. E-Waste Management:

- **Obsolete but functional PCs** are redistributed to rural diocesan schools.
- **Dysfunctional computers** are repurposed for educational purposes.
- **Irreparable devices** are sold to authorized buy-backers, while functional electronics are refurbished for reuse or donation.
- **Awareness** of e-waste management is promoted to encourage responsible consumer behavior.

## Waste Recycling System:

The college implements the Eco-Effective Sustainability Approach (**EESA**), focusing on the **5 S principles of Sustain, Save, Share, Salvage, and Synthesize** for waste management:

**Sustain:** Adoption of **electronic-communication** to reduce paper waste.

**Save:** **Awareness campaigns** to promote waste reduction efforts.

**Share:** Repair and sharing policies encourage **refurbishing and repurposing** across our own and sister institutions.

**Salvage:** **Organic-waste** is converted into manure, while **food-waste** is used as animal fodder.

**Synthesize:** Waste materials are **creatively repurposed**; for example, recycled paper is made into notebooks distributed to orphanages, and e-waste is transformed into educational tools.

## Hazardous Chemicals and Radioactive Waste Management:

- Mechanisms are in place to prevent the ignitability, reactivity, and toxicity of hazardous chemicals.
- **Experiments** involving safe radioactive materials are conducted.

- **Safe handling and disposal protocols** for hazardous waste are displayed in laboratories.
- Science labs are equipped with **fume hoods** for gas exhaust and safety.
- **Hazardous chemical waste** is neutralized and disposed of into the municipal sewage line.

#### Sensitizing Students and Community Engagement:

- Waste management **training programs and exhibitions** are conducted.
- NCC/NSS volunteers participate in **Narmada River restoration** efforts.
- SAC-NSS focuses on **waste disposal pit construction** and awareness in collaboration with the Piperiyakala **Panchayath**.
- Anti-plastic campaigns using street plays.
- Collaboration with **Smart-City, Jabalpur**, for internships in vermicomposting waste management.

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

#### 7.1.4

#### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

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

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

The Green Campus initiative at St. Aloysius College reflects the institution's commitment to sustainability and environmental consciousness, promoting a greener and healthier campus. Through various eco-friendly measures, the college aims to harmonize nature with academic pursuits. As per a United Nations Report, "Earth's ecosystems are vital for sustaining human life; they contribute to over half of global GDP and encompass diverse cultural, spiritual, and economic values." Since we owe an obligation to the world, we try to live up to the United Nations SDGs Goal 15 is about protecting life on land. It is to protect and restore terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and stop biodiversity loss. The institution demonstrated a strong commitment to sustainability and environmental preservation by taking suitable steps.

#### Restricted entry of automobiles

- We have implemented a **policy restricting the entry of automobiles** to reduce vehicular emissions and promote a cleaner environment on campus.
- Only **staff vehicles** are allowed on campus, with a **designated parking area** provided. **Students and visitors** have a separate parking facility located on an **adjacent campus**.
- Vehicles owned by faculty and students undergo regular **pollution check-ups** to ensure compliance with environmental standards.

#### Use of bicycles or battery-powered vehicles

- Launched the "**AAO CYCLE CHALAYEIN**" campaign to promote bicycle use among faculty and staff for sustainable transportation.
- Around **20%** of the campus community uses bicycles as their primary mode of transportation every **Saturday**.
- Approximately **7%** of students and staff have transitioned to **electric vehicles (EVs)**, reducing carbon emissions.
- Students and staff are encouraged to **pool vehicles** to decrease vehicular usage further.

#### Pedestrian-friendly pathways

The campus features friendly pathways from the gate to the college building, offering a comfortable walking experience, lined with trees and solar lights, and well-maintained by the campus maintenance committee.

#### Ban on the use of Plastic

- Going along with United Nations Sustainable Goal 12 to Ensure sustainable consumption, where

stress is given to the reduction of consumption of plastic, the institution implemented a **policy to ban single-use plastics**, opting for eco-friendly alternatives.

- **Awareness** of the ban was raised through **orientation sessions** and display boards strategically placed around the campus.
- This **eco-conscious decision** greatly reduced plastic waste and its detrimental impact on the environment, especially on the **local ecosystem**.

### Landscaping with trees and plants

- The campus is landscaped, with trees and plants covering **40%** of the total area, enhancing its aesthetic appeal.
- This greenery contributes to maintaining a carbon dioxide-free environment, promoting biodiversity, and ensuring the atmospheric air is **regularly checked** for pollutant content.
- A greenhouse located towards the east of the campus is dedicated to mushroom cultivation; there is an open hydroponics system in place, along with an organic composting pit for vermiculture; and there is a site for growing herbal and medicinal plants.
- The institution actively participates in plantation drives to further enhance the green cover.
- A digital herbarium has been created to catalog over 700 plant species on campus, with each plant tagged with a barcode for easy access to its taxonomy details.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

The institution has taken a systematic approach to creating a barrier-free environment for differently-abled individuals (Divyangjan), ensuring equitable access and opportunities across campus. United Nation Sustainable Goal 10 talks about “Reduced Inequality”. It has been observed that Inequality impedes long-term social and economic development; it impedes poverty reduction and lays waste to people’s sense of fulfillment and self-worth. To achieve this goal, several key initiatives have been implemented to have equity in education and skills development.

#### **1. Built Environment:**

- The campus features *ramps* and a *lift* for easy access to classrooms and facilities.
- The lift provides access to rooms on the first and second floors, ensuring accessibility to more



than **80%** of rooms.

- These amenities benefit individuals with mobility impairments, allowing independent navigation of the campus.

## 2. Divyangjan-Friendly Washrooms:

- Specialized **washrooms are** designed for Divyangjan ensuring their comfort and convenience.
- These washrooms are equipped with grab bars to cater to the needs of the disabled.

## 3. Signage and Information:

- **Braille signs** are strategically placed on display boards and **signposts** on every floor and at every junction, providing clear directions and information for navigating rooms and facilities.
- **Braille keys** are installed in the **lift**, enhancing accessibility for individuals with visual impairments.
- **Notice boards** on every floor and outside departments, along with two **TV display** units on the ground floor, disseminate important information, ensuring easy access to updates and announcements.

These initiatives underscore the institution's commitment to intuitive navigation and barrier-free movement, prioritizing inclusivity for all individuals.

## 4. Assistive Technology:

- The **digital library** provides **NVDA screen-reading software** that allows students to access websites and course notes uploaded to the digital library.
- **Technical personnel** are available in the digital library to assist users with any issues.
- The digital library and computer lab are equipped with **braille keyboard** pads, which enable users to effectively use computers and access digital resources.
- The institution offers **wheelchairs** and **assistance** from support staff for individuals requiring mobility support.

## 5. Provision for Enquiry and Information:

The college provides easy access to all **student-related information via display boards and kiosk machines**, accessible with a **single click**, and also detailed in the **college diary**.

- The institution offers a range of **support services** for Divyangjan, including dedicated time in specialized theory and laboratory classes, supplemented by support staff assistance.
- Subject-wise, **audio-based textbooks** and reading materials are accessible through departmental **blogs**.
- Teachers have **recorded** over **3000 class-subject-wise topics** and uploaded them to the cloud on the **Moodle platform** for easy access.
- **Scribe** facilities are available to students as per guidelines and on a need basis.
- Separate **seating arrangements** are provided on the ground floor, along with an additional hour during examinations.

These measures not only adhere to accessibility standards but also foster an inclusive environment,

encouraging the involvement and contribution of individuals to reach their maximum potential.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### **Response:**

The institution seeks to inspire youth with intellectual and moral leadership, creating an inclusive space that values diversity and pluralism. Through strategic initiatives and sensitization, it aims to foster contributions that benefit society and national prosperity.

#### **Inclusion Initiatives for Diversity**

Aloysians have consistently strived to uphold a diverse composition of students and faculty.

Diverse group representation over five years

- Admissions are merit-based, and **open to all communities and regions**, with 50% reserved for religious minorities and vacant seats reassigned to the general category.
- **65%** of students received **financial aid**, including those from low-income families, children of single parents and army personnel, and those excelling in NCC, NSS, sports, and cultural events. Special support was given to students who lost their parents during the pandemic.
- The institution fosters physical training and community engagement through separate **NCC** and **NSS** units for male and female students.
- **Faculty diversity** is ensured with representatives from varied socio-cultural backgrounds.
- **Online admission** processes facilitate the inclusion of students from diverse cultural and regional backgrounds.

#### **Sensitizing activities to promote tolerance and harmony**

##### **1. Cultural Diversity:**

- Annual day and intercollegiate festivals highlight diverse traditions, music, and arts, gaining national student recognition.
- Hindi Diwas promotes linguistic harmony through Doha Vachan presentations.
- Ethnic and cosplay shows at events like the Bharat Business Conclave enhance appreciation of traditional and literary cultures.

- The Global Understanding Program, with international partners, explores cultural and political insights for cross-cultural understanding.

## 2. Regional Diversity

- The institution promoted **regional diversity** by showcasing **traditional dances of Madhya Pradesh** at all prominent occasions, deepening students' appreciation for the state's culture and Adivasi heritage.

The **curriculum** incorporates regional aspects of **Jabalpur** and **Madhya Pradesh**, including history, literature, economy, politics, flora, and fauna, ensuring a comprehensive learning experience.

## 3. Bridging Linguistic Gaps

- **Classes and assessments** are conducted in both **Hindi and English** to mitigate linguistic disparities and ensure inclusivity.
- **Hindi coaching** is provided for **international students** and those from the **South and Northeast regions** to facilitate their linguistic integration.
- **English-speaking classes** are tailored for students from **rural backgrounds** to enhance their language proficiency and confidence.
- Value-added courses in **German and French** are offered to expand students' linguistic capabilities and **global competencies**.

## 4. Fostering Communal Harmony and Socioeconomic Inclusivity:

- **SAC-Interreligious Forum** celebrates festivals like **Diwali, Eid, Guru Parv, Mahaveer Jayanti, and Christmas** to foster mutual respect in collaboration with Jabalpur Interreligious Forum.
- The institution fostered community collaboration through **clean-up drives, educated rural women, and visited old-age homes** to emphasize social upliftment.
- Raised **awareness and empowerment** with campaigns like "Choose the Stronger Gender" and advocated gender equality through Women's Day celebrations and the "Save Girl Child" campaign.

## 5. Other Diversities

- Signed an **agreement** with the **United Board for Christian Higher Education** for the **Peace Education Project**.
- The **main gate** and the **Prerna (Auditorium)** are adorned with various religious symbols, symbolizing interfaith harmony, inclusivity, and respect for diverse beliefs and traditions.
- Programs on **Zero Tolerance and Zero Discrimination** were organized to foster a sense of inclusivity and equity among individuals in society.

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

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### **Response:**

The institution actively promotes awareness of constitutional obligations through a variety of engaging activities:

- **National and International Days:** Celebrating events like Sadbhavna Diwas and Human Rights Day to foster peace, integration, and global rights awareness.
- **Constitution Day:** Activities emphasize constitutional values, with volunteers learning about fundamental rights and duties.
- **Kargil Vijay Diwas:** Features the Swarn Vijay Mashal, honoring martyrs and highlighting national duties.
- **Daily Flag-Raising:** Held at 7:50 AM, followed by the National Anthem, it instills national pride.
- **Tiranga Yatra:** An annual event on August 15th promoting national unity and respect for symbols.
- **Swachhata Pakhwada:** Focuses on sanitation and public health responsibilities.
- **Electoral Awareness:** Programs to educate young voters and assist seniors with voter ID registration, emphasizing civic participation.
- **COVID-19 Vaccination Camps:** Demonstrates commitment to community health, accompanied by student-led pandemic relief efforts.
- **Cleanliness Drives:** Regular events along the Narmada River engage staff and students in environmental stewardship.
- Students visited the **Indian Parliament**, and a mock Parliament session was also organized to enhance their understanding of government functioning and democratic principles.
- Observing constitutional commemorative days in **college assemblies**, promoting civic awareness, and engaging in democratic processes
- **Conferences, seminars, and expert lectures** highlighted human values, constitutional rights, duties, and civic responsibility.
- Field visits were conducted to understand the functioning of the **Panchayat Raj system**.
- To be in tune with UN Sustainable Goal 16, which is about promoting peaceful and inclusive societies and also in line with our constitutional obligations, the college has a peace program called "**Creative approaches to Peace for Whole Person Education**". Students get sensitized about peace, which by the way is instrumental in preserving an ethos of tolerance and mutual

understanding among heterogeneous groups. This is a fundamental precondition for social and economic development.

### Courses Addressing Constitutional Obligations:

- Courses at undergraduate and postgraduate levels prioritize **curriculum-based sensitization towards constitutional obligations**. **Thirty-six courses** cover topics like gender economics, Indian political thinkers, and women's political participation, enhancing students' understanding of constitutional aspects.
- Being autonomous, the institution is privileged to add topics that explore the political and **constitutional frameworks at state, national, and international levels**, fostering a comprehensive understanding of glocal governance.

### Students Research Projects on Constitutional Obligations

The departments encourage the students to pursue **academic research on constitutional obligations** within their programs at both undergraduate and postgraduate levels. Topics are selected to span local, regional, national, and international levels, providing a comprehensive glocal experiential learning experience. Examples of such topics include: "A Study of the Human Rights of the Slum People in Jabalpur," "Study on the Working of Silua Gram Panchayat," and "Study on Coalition Government and Democracy, etc."

### Staff Development Programmes

- Promotion of Electoral Literacy.
- Training program on Voter ID creation conducted by Block-Level Officers.

### Impact

- The principal received a citation letter from the Election Commission of India for special contributions to Electoral activities.
- 5 Faculties received a Certificate of Appreciation for coordinating District election activities from the District Election Commission.
- 102 students received a Certificate of Participation for participating in District election activities by the District Election Commission.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practices I**

**SPARSH-Touching lives and moving towards Building-a-Society-with- Equal-Opportunity”**

**Objectives:** *Implementing the theme of the year “Aloysian-Year-of-Social-Responsibility (AYSR),” the college nurtured our learners into responsible human beings. SPARSH is an initiative to develop sensitivity among students towards societal upliftment that intends to make students **help-serve-reflect-learn (HSRL)** human-values and commitment.*

**The Context:** Cultivating human values and ethos to foster an equal opportunity society, SPARSH focuses on six domains: upliftment of education among underprivileged children, literacy development, women empowerment, community engagement, health & hygiene, and environment conservation.

**The Practice:** SPARSH is a strong initiative that encourages and addresses various social responsibilities and concerns of the college. Promoting and building human values and ethos among our students as part of Whole-Person education, SPARSH aims to:

- To improve educational opportunities for deprived students by providing resources, infrastructure, and need-based support, promote computer literacy and digital awareness at rural schools, thereby bridging the digital divide,
- Empowering women through programs to enhance their literacy and create health and hygiene awareness.
- To engage in community outreach programs to address pressing social issues and contribute to the well-being of society,
- And to infuse environmental consciousness among students, promoting a green and clean environment.

**Evidence of Success:** Under the umbrella of SPARSH, the college has adopted 5 villages: Pipariya Kalan, Khamariya, Saliwada, Pipariya Khurd, and Neemkheda, wherein the six developmental and extension activities are undertaken. Conduction of awareness drives promoting health, hygiene, and cleanliness, assisting basic livelihood and education, a celebration of major festivals, Nukkad Nataks on societal issues, distribution of basic educational items and food items, sapling plantations, dental check-ups, JAGRUKTA (awareness) rallies on diseases and social issues, and Swatch Pakhwada are major initiatives that have been done under SPARSH. The collaboration of departments with local NGOs like the KADAM Foundation for environmental protection and conservation, the Red Cross Society for blood donation camps, and the MUKTI Foundation for water tank cleaning of religious places in cities, health check-ups, and dental check-ups has strengthened our SPARSH initiatives.

**Problems encountered and resources required:** With overwhelming achievements, certain limitations have been experienced during SPARSH initiatives, which were about higher demand and need, non-availability of resources, and decreasing interest among students. These were a few challenges toward stronger and more successful implementation. Yet with the help and support of the student community, alumni, and the collaboration of local NGOs, the college overcame these problems.

The SPARSH initiative focuses on developing 21st-century skills and character, promoting equal-opportunity societies through education and advocacy. Engaging local NGOs and conducting computer literacy programs, fosters social responsibility, empowering students to contribute to national growth.

## **Best Practice II**

**“Nurturing Students’ towards Self-Actualisation”**

**Objectives:** *St. Aloysius College, Jabalpur, fosters holistic education by developing students' abilities beyond academics through sports, cultural activities, NCC, and NSS. Emphasizing learning through action and exploration, the college identifies talent, employs modern training techniques, and monitors performance, achieving success at district, national, and international levels across multiple disciplines.*

**The Context:** With resilience and perseverance as core leadership qualities, we cultivate talents beyond academics, achieving athletic and cultural success at district, state, national, and international levels. Emphasizing sports, NCC, and NSS, our approach fosters a high-performance environment with effective strategies, discipline, and teamwork. From their first year, undergraduates are encouraged to participate in curricular and co-curricular activities, supported by tailored programs, expert trainers, special sessions, and continuous performance monitoring, ensuring holistic student development.

### **The Practice:**

We nurture talent by fostering a dynamic environment where passion meets opportunity, enabling students to excel on global platforms. Our focus on holistic development encourages academic, physical, and cultural growth at regional, national, and international levels. Students **receive specialized training at a Sports Academy**, while dedicated **NCC and NSS wings for boys and girls, along with caretakers and trainers, support activities like dance and drama**. A **full-time singing trainer** is also available to nurture musical talents. With specialized training, we support students in various sports, including basketball, archery, and volleyball, as well as academic and cultural activities like debate, singing, and drama. Our NCC and NSS programs offer leadership opportunities through camps, national events, and social service initiatives. **Scholarships and financial aid** are provided to ensure that talented students can pursue their goals without being hindered by financial challenges. Despite challenges like fear of competition and attendance issues, these experiences broaden perspectives, foster leadership, and prepare students for success in all areas of life.

### **Evidence of Success:**

Our students consistently achieve remarkable success in national and international events across sports, cultural activities, and NCC/NSS programs, showcasing their exceptional talents.

### **Sports:**

- Tanya Jatav secured **1st position** in Khelo India Women's Wushu League.
- Arti Tiwari earned **3rd place** in Karate at the **international level in Malaysia**.
- Vanshika Namdeo claimed **1st position** in Wushu at the **National Games**.
- Rubina Francis won the Bronze medal **place** in 10m Air Pistol at the **Asian Para Games**.
- Mehak Jaiswal achieved **2nd position** in the Team Category of Due Ball at the **national level**.

### **Cultural:**

- Falguni Ghansela excelled in solo singing, winning **1st place at the Inter-University Central Zone**.
- Siddharth Tiwari won **3rd place in inter-university quizzes at the national level**.
- Anushka Soni showcased her classical instrumental skills, securing **first position at university competitions**.



**NCC & NSS:**

- Ishika Gurjar received recognition as the **All-India Best Cadet** in the Naval Wing during the Republic Day Camp.
- Harshit Singh Mahroliya was recognized as the **All-India Best Cadet** at the national level.
- Khushi Pareek and Mehul Koshta were honored with **Best Volunteer Awards** at the university and college levels, respectively.

These achievements highlight our commitment to nurturing well-rounded individuals prepared for global excellence.

**Problems-encountered and resources required:**

Fear of competition and academic pressure reduced student participation in activities. To counter this, the college organized training and development sessions, alongside monitoring and intense practice, revitalizing student performance.

**Notes (Optional)**

Reshaping and strengthening the pattern of whole-person education by engaging in real-world experiences, the college enables the students to hone their various skills to be more effective-leaders with higher resilience and sustainability in various fields apart from the academic domain.

**7.3 Institutional Distinctiveness****7.3.1**

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

**Response:**

***“St. Aloysius Intrinsic Learning (SAIL): Aligning SDGs and NEP 2020 Goal for Whole Person Education 5.0”***

Achieving greater heights since its establishment in 1951, the ethos and operational framework of the college's distinctiveness, “St. Aloysius Intricate Learning (SAIL),” is fundamentally aligned with the Sustainable Development Goals (SDGs) and the objectives of the National Education Policy (NEP) 2020, transforming to *Sashakt Aur Viksit Bharat*. Representing the next evolution of educational practices, the SAIL framework leverages advanced technologies and innovative methodologies to create personalized, intricate, and effective learning experiences for our students and align them with the SDGs and NEP 2020 goals, which are envisioned for *Viksit Bharat Abhiyan 2047*.

The college integrates the approach into curriculum and pedagogy, enabling students to see the multi-dimensional interconnections, investing in the future of India, and empowering generations to come to build a thriving, equitable, and inclusive nation. Following are the key concepts under SAIL, that support

the mission of *SASHAKT aur VIKSIT Bharat Abhiyan 2047*.

### **Initiatives invested in**

- **NEP 2020 and**
- **SDG Goal 4: Quality Education.**

1. The approach of SAIL is to be a cornerstone of the nation's advancement by investing in education with universal access, inclusivity to diverse needs, lifelong learning, quality at every level, and bridging the skill gap for SAKSHAT aur VIKSIT BHARAT 2047.
2. Under the umbrella of SAIL the institution designs, delivers, and adequately revises curricula that meet the needs of the stakeholders and incorporate contemporary requirements in consultation with and feedback from the Board of Studies, Academic Council, academicians, industry experts, students, and parents, which fosters the Education 5.0 requirement for 2047.
3. The college offers 21 Undergraduate and 11 Postgraduate programs in diverse disciplines of Arts, Science, Commerce, and Management, and is a pacesetter in the State of Madhya Pradesh in implementing NEP-2020 in spirit by offering maximum options with 101 minor courses, 139 elective courses, and 19 vocational courses. 552 new courses were introduced during the last five years, showcasing the institution's commitment to fostering employability, entrepreneurship, and skill development.
4. Implementing the NEP 2020 framework in UG courses, each student undertakes Projects, Field Surveys, and Community engagements as part of their syllabus.
5. To enhance students IQ, EQ and SQ through value-based education, workshops, and one-to-one student-teacher mentoring,
6. With an emphasis on digital-personalized learning pathways, the departments use internet-based projects, online peer tutoring and mentoring, and QR codes for allotment, submission, and display of results.
7. Through digital content like e-lectures, e-notes, and e-books and the use of a digital library, the college fosters self-paced learning among the students.

### **Goal 10: Reduced Inequalities**

### **Goal 16: PEACE, JUSTICE & STRONG INSTITUTIONS.**

1. Social foundations in education are propagated through a scientific perspective under the banner of SPARSH. Zero Tolerance Day, nukkad nataks on societal issues, and the United Board for Christian Higher Education-sponsored Peace Education Program are a few that infuse peace education and justice among students for a better society.

### **Goal 3: GOOD HEALTH AND LIFE**

### **Goal 5: GENDER EQUALITY**

1. Blood donation camps, Health check-up camps, cleanliness, nutritional challenges, women-centric well-being, and environmental awareness activities are organized to infuse human values into day-to-day social existence and interaction.
2. Utilizing the MOUs with institutes, NGOs, and government bodies, the students undertake projects and surveys on the literacy ratio, women's education, health and hygiene, primary

education, and survey of government yojna's in nearby villages of Jabalpur District.

3. Hands-on training for female students on "Computer Hardware and Trouble Shooting," the conduct of posters, speeches, and essays on the occasion of "International Women's Day," and a guest lecture on "Cyber Crime and Security" are a few measures to address gender empowerment and security.
4. Aiming towards *Viksit Bharat* Abhiyan, a webinar on "Women as Entrepreneurs: Empowering Success through Innovation and Leadership" helped in promoting awareness about government schemes and opportunities for women to start their businesses.

#### **Goal 06: CLEAN WATER & SANITATION**

#### **Goal 13: CLIMATE ACTION**

#### **Goal 14: LIFE BELOW WATER**

1. PUNEET SAGAR Abhiyan, SAVE WATER ABHIYAN, SAFAI ABHIYAN, by NCC & NSS wing, essay competitions, posters, and slogan competitions on "Save Water" and "World Ocean Day" are few yearly initiatives taken by the college towards water protection and conservation.
2. The conduct of a webinar on "Effect of Climate Change on Lower Marine Organisms and Their Response to Combat for students increases the awareness of Scientific outlook and Awareness".

#### **Goal 15- LIFE & LAND**

1. Under the "GREEN CAMPUS" initiative, students and staff are sensitized for environmental consciousness and sustainability, working towards building a green and clean campus, through plantation drives, cleanliness drives, and rallies.
2. Applying the methodology of the 5 R's (Refuse, Reduce, Reuse and, Repurpose) of waste management, our students learn about "Waste to wealth" and "When you refuse to reuse" through hands-on training, webinars, and practical sessions.

#### **Goal 9- INDUSTRY, INNOVATION & INFRASTRUCTURE**

1. Value-added courses are designed in such a way as to give the students the latest knowledge regarding scientific and technological skills, making them industry-ready.
2. The college optimizes its MOU's with the industry for the conduct of internships and field projects, under the support of IIC, the students have developed 5 innovative organic, eco-friendly and herbal products.
3. Departmental seminars, educational/field/industrial visits, and other associated activities not only infuse curiosity among students but also demonstrate the importance of basic business ethics in a work environment.
4. To infuse the leadership skills and ethical practices that transform them to be industry-ready and face life challenges, Academic, Tech, and Cultural Fest are conducted.
5. Internships assisted by placement cell and Internshala help students to get real-time experience in the working environment and help them develop employability and life skills.

To summarize SAIL - St. Aloysius Intricate Learning comprehensively embraces the intellectual,

emotional, and social growth in our students. It aligns education 5.0 with the Sustainable Development Goals (SDGs) and the New Education Policy (NEP) 2020, which both advocate for inclusive and equitable quality education that promotes our learners towards SASHAKT and VIKSAT BHARAT Abhiyan 2047.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Another remarkable feat of the college was achieved during the **COVID** phase (sessions 2020-21 and 2021-22). Lockdown had brought the world to a stasis but St. Aloysius' College continued teaching-learning via virtual mode. **Every classroom was turned into an online class for effective teaching-learning and assessment.** The educators recorded approximately **2600 lectures** made available to students through **MOODLE**. The blended mode enabled every student to overcome restrictions in the continuous teaching-learning process. In addition, numerous curricular, co-curricular, and extracurricular activities were carried out via virtual mode. These stratagems abetted in reaching out to the maximum number of students and benefited them considerably. Further, every department conducted several webinars and national and international virtual conferences. Faculty too attended multiple webinars and faculty enrichment programs, which helped in escalating their personal growth.

### **Concluding Remarks :**

Premeditated policies, diligence, perseverance, and collaboration of the entire Aloysian fraternity unfold the success story of the institution which has achieved many milestones. Today, it is well recognized for generating academically strong, ethically enlightened, employable students.

Believing in the words of Sophocles, 'There is no success without hardship' faculty and students tirelessly perform and bear outstanding results. Stakeholders of the college realize upcoming trends and attempt to adapt to the latest technologies, leading to sustainable benchmarks that encourage other colleges of the region to progress. The stature the institution holds today validates the earnest hard work endured by the Aloysians over the years, and its progress reaffirms the college motto 'Virtus in Arduo' meaning strength through hardship, and distinctively authenticates its standing.

Propelled by an unwavering commitment to excellence, a commitment that is eloquently expressed in its Vision, Mission, Goals and Core Values the institution marches ahead, comprehensively aligning itself with SDGs and NEP 2020 objectives.

In essence, St. Aloysius' College Autonomous, Jabalpur, is not just an educational institution; it is a dynamic ecosystem continually striving for excellence, innovation, and holistic development, deeply rooted in its values and forward-looking in its approach.

Through reflection, introspection, and fine-tuning, the institution manifests supreme standards of excellence and ambitiously aspires to be a benchmark in the realm of higher education, thereby becoming a source of national pride.