SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

ST. ALOYSIUS DEGREE COLLEGE

SARVAGNA NAGAR, COX TOWN, BENGALURU - 560005
560005
www.aloysiusdegree.college/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Aloysius Degree College was established in the year 2008 and it is managed by the Archdiocesan Board of Education. The institution is accredited by NAAC and affiliated to Bengaluru North University and included under section 2(f) of the UGC Act, 1956.

The institution was established in response to the need for providing affordable and accessible education for all, especially minorities and socio-economically disadvantaged students seeking to pursue higher education.

Inclusive and secular in our approach, the college is committed to providing quality education for all. Our institution strongly believes that education can shape the future generation. The college is honored to be a part of bringing forth a responsible, intelligent, service-oriented society for tomorrow.

The institution has completed 15 years of providing education and service to the common people. Its motto, "Let Your Light Shine Forth" emphasizes the commitment to prepare citizens for the wellbeing of the society. The institution offers 6 UG programmes and 2 PG programmes. The college has an Inter disciplinary Research Centre which started in the year 2022 in collaboration with AIIWAR. The college brings out a Research journal titled "INTUTION'.

To make the teaching-learning process on par with the latest developments in the sphere, the college has consistently augmented the infrastructure. The ICT enabled classrooms, auditorium, library, huge playground, Audio Visual room, Media room, well equipped computer labs, Wi-Fi and internet facilities, language lab with software, Business lab, the ERP system, LCD display of notices and CCTV surveillance in the campus among the others that define the teaching-learning outcomes of the college.

The college has made tremendous strides in sports and co-curricular activities, NCC, NSS, CSA. Showcasing patriotism and social commitment is the strength of the institution. It is one of the few colleges who have introduced self-financed mid-day meals for the poor students.

The college focuses on the all-round personal and professional development of the students. College offers effective and innovative certificate courses to equip the students to face the emerging challenges globally. Various committees and active clubs in the college always make the campus more vibrant and colorful. Well organized Conferences, Seminars, Workshops and hands on training program at national and state level enriches academic and research performance of both faculty and students over the years.

The institution has also acquired name for its extension activities. Its network with established non-profit and Civil Society Organizations has students engage with a number of social causes ranging from women empowerment, aid for natural disasters, environment, human rights violations and social awareness programmes. The college has invited human rights activists, academicians and social movement leaders, women activist, Economists, Industrialist Law enforcement agents, Students Leaders etc. thus providing a platform for debate and discussion.

True to its vision and mission the college has maintained its distinct identity. Most of the students come from the socio-economically disadvantaged backgrounds. Yet, the institution has achieved good results in most

subjects across the courses. The Management, administration and faculty are committed to nurture the hidden potential of the students and empower them in scaling greater heights of success.

Vision

"St. Aloysius Degree College provides students with a transformative educational experience, making them responsible and committed citizens of the nation."

College Motto

"Luceat Lux Vestra"

"Let Your Light Shine Forth"

Mission

1. To provide relevant knowledge through an effective teaching-learning process for professional competence.
2. To provide accessible and affordable education for all with a policy of preferential option for the poor so as to improve the quality of life for all students and their communities.
3. To nurture in the student's human, moral, social and spiritual values to live in integrity and harmony.
4. To enable the students to meet global challenges with faith and develop self-confidence.
5. To expose students to latest Information Communication Technology (ICT) and Research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Robust transformative education of high quality
2. Ranked 18 among the Top 20 Colleges of Bangalore City by Higher Educational Review Magazine
3. Established a Research Cell in the college in Collaboration with AIISWR
4. Competent and committed faculty members
5. Exceptional infrastructure facilities available in the campus
6. A comprehensive feedback system
7. Upholding the dignity and self-esteem of all individuals with a zero-tolerance policy towards harassment
8. Provision of financial assistance and scholarships for majority of students
9. Campus accessibility and facilities tailored for disabled individuals
10. Regular assessment of staff to ensure teaching quality
11. Effective mentoring, counseling, and values-based education
12. Regular community service and extension activities in collaboration with NGOs

13. National Service Scheme (NSS) and National Cadet Corps (NCC) units are established to instill National and Social Values
14. Offering a variety of value-added certificate programs
15. Research Publications are done regularly by faculty members
16. Publication of 5 edition of college research journal title INTUITION
17. More than 20 Memorandum of Understanding with various Institution and Organizations

Institutional Weakness

1. Financial constraints due to the institution being private and unaided by the State Government
2. Need to bolster enrollment in postgraduate programs
3. Inability to meet UGC pay scale requirements due to budget limitations
4. Involvement of the Alumni Association should be further enhanced

Institutional Opportunity

1. Introduce new undergraduate and postgraduate programs to attract a wider range of students and cater to diverse interests.
2. Invest in modern facilities and technology to create an optimal learning environment for students and faculty.
3. Develop alumni networking events, mentorship programs, and fundraising initiatives to involve former students in the college community and benefit from their expertise and resources.
4. Expand community service programs, outreach activities, and collaborations with NGOs to address societal needs and foster a sense of social responsibility among students.
5. Invest in research facilities, encourage faculty research, and support student research projects to foster a culture of innovation and contribute to knowledge creation.
6. Establish partnerships with foreign universities for student exchange programs, joint research projects, and faculty collaborations to promote cultural exchange and global perspectives.
7. Offer workshops, seminars, and certification courses to enhance the skills and employability of students in various fields.
8. Implement programs to promote diversity, equity, and inclusion on campus, including scholarships and support services for underrepresented groups.
9. Provide resources, mentorship, and networking opportunities for aspiring entrepreneurs among the student body, fostering innovation and economic growth.
10. Implement eco-friendly practices, promote awareness of environmental issues, and incorporate sustainability into the curriculum to instill eco-consciousness among students.
11. Create leadership development programs, student councils, and extracurricular activities to cultivate leadership skills and civic engagement among students.
12. Pursue accreditation from international accrediting bodies to enhance the reputation and credibility of the college on a global scale.
13. Offer continuing education programs, professional development courses, and lifelong learning opportunities for alumni and community members to stay updated in their fields and further their careers.

Institutional Challenge

1. Academic training of weaker students poses a significant challenge.
2. Attracting admissions, particularly from female students, is a hurdle.
3. Due to defence-centric location rather than a commercial or residential area, local transportation facilities are lacking.
4. Maintaining faculty retention is a continual challenge.
5. Students opting for competitive exams should be enhanced
6. Securing 12(B) status remains elusive even after the college achieves Permanent Affiliation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The self-study report provides an overview of the institution's process for curriculum design and development. This includes the methods used for determining curriculum objectives and University syllabus (CBCS & NEP). It highlights innovative approaches or best practices employed in curriculum design, such as interdisciplinary courses, experiential learning opportunities, or integration of technology.

The methods and strategies used for curriculum delivery and instruction include the use of different teaching modalities, such as lectures, seminars, assignments, classroom exercise, laboratory work and online learning platforms. It evaluates the effectiveness of pedagogical approaches in promoting active social responsibilities, critical thinking, and skill development among students.

Assessment practices play a crucial role in ensuring the quality and rigor of the curriculum. The self-study report outlines the institution's assessment policies and procedures, including methods for evaluating student learning outcomes. It describes how assessment data are collected, analysed, and an action plan is generated which is submitted to the Syndicate Board of members to obtain programmatic decisions. The report should also address any challenges or areas for improvement related to assessment practices, such as ensuring alignment between learning objectives, instructional activities, and assessment measures.

An important aspect of curriculum development is the integration of feedback from various stakeholders, including Students, Faculty, Employers, Alumni and Parents. The self-study report should discuss mechanisms for soliciting and incorporating stakeholder input into curriculum planning and revision processes.

It highlights any initiatives or partnerships aimed at enhancing the relevance and responsiveness of the curriculum to the needs of the broader community and industry. Reflections on the effectiveness of these feedback mechanisms identify opportunities for further engagement with stakeholders in shaping the curriculum.

The curricular aspects addressed in the NAAC self-study report are integral to ensuring the quality, relevance, and effectiveness of educational programs offered by an institution. By providing a comprehensive overview of curriculum design, delivery, assessment and stakeholder engagement, the self-study report serves as a valuable tool for self-assessment and continuous improvement in meeting the educational needs of students and society.

Teaching-learning and Evaluation

The success of any educational institution hinges on the effectiveness of its teaching-learning processes and evaluation methodologies. Criterion 2 evaluates the strategies employed by an institution to facilitate learning, foster student engagement, and ensure comprehensive evaluation practices.

Teaching methodologies play a pivotal role in shaping students' understanding and skills acquisition. Institutions are assessed based on the diversity and innovation of their teaching approaches, including lectures, discussions, group activities, and practical demonstrations. The integration of technology in teaching, such as e-learning platforms and interactive multimedia resources, is also a crucial aspect under scrutiny.

Equally important is the assessment of learning outcomes through robust evaluation techniques. Criterion 2 examines the alignment between learning objectives and assessment methods to ensure they effectively measure students' knowledge, skills, and competencies. Formative assessments, such as quizzes and assignments, provide continuous feedback to students, while summative assessments, including exams and projects, gauge overall performance.

Furthermore, the evaluation criteria consider the fairness, validity, and reliability of assessment practices to ensure accurate measurement of student achievement. Institutions are expected to employ a variety of assessment tools and techniques to cater to diverse learning styles and preferences.

Moreover, the criterion evaluates the institution's efforts in promoting a conducive learning environment that fosters critical thinking, creativity, and collaboration among students. Strategies to support student-centred learning, peer-to-peer interaction, and faculty-student engagement are assessed for their effectiveness in enhancing the overall learning experience.

Criterion 2 underscores the significance of dynamic teaching methodologies, comprehensive evaluation practices, and a supportive learning environment in achieving educational excellence. Institutions must continually innovate and adapt their approaches to meet the evolving needs of students and prepare them for success in a rapidly changing world .

Research, Innovations and Extension

St. Aloysius Degree College, located in Cox Town, Bangalore, actively promotes research activities by offering faculty and students access to a well-equipped infrastructure. The college has successfully established research initiatives with the support. Its mission is to foster an environment that enhances research productivity, collaboration across industry, government, community-based organizations, and to improve access to research through resource mobilization and funding. To accomplish this every academic staff is required to undertake research work and publish it, to promote research integrity and publication ethics among the people and to support the expansion, modernization, and maintenance of academic infrastructure.   The College boosted publications over the years and Innovation can be observed in organizing conferences, outreach programs and other student exposure camps and activities. In the areas of extension, one of our recent initiatives included an outreach program at Sagarahalli, where we engaged with the local community to our Reach Lives initiative and organized cultural programs and donated essential provisions to support underprivileged children and elderly individuals at places and in addition to Research Promotion & Guidance, Integrity and Ethics, Capacity Building, Research Monitoring. Meeting the objectives of NEP reformed curriculum where students will be encouraged to acquire leadership roles which are honed by exposure to and interaction with leading experts in

the field of science and technology, academicians, practitioners, and a plethora of government, non-government and international bodies. This will help to provide a bridge to students, to cross over to the professional world. The provision of Inclusion of International collaboration and funding for the diversification of higher education at global level encouraged and looking forward towards the growth and expansion of interdisciplinary research without compromising on the quality and finally, engagement with the external world to create more employment and internship opportunities to our student community.

Infrastructure and Learning Resources

St. Aloysius Degree College is committed to providing an enriching learning environment through its modern facilities and comprehensive resources. Classrooms are equipped with LCD projectors for interactive teaching sessions, complemented by a well-equipped computer lab with 86 computers and Wi-Fi access, facilitating online learning and research.

The college's library stands as a hub of knowledge, housing over 9,864 books, journals, and digital resources. Special provisions such as a book bank for SC/ST students ensure equitable access to educational materials, enhancing research opportunities for the academic community.

Beyond academics, the college prioritizes holistic student development, offering a gymnasium, yoga center, and spaces for cultural and sports activities, fostering physical well-being and a sense of community. Specialized centers for NCC, NSS, counseling, and social work further encourage personal growth and community engagement.

Accessibility is ensured with facilities such as CCTV surveillance for safety, lift access for physically challenged individuals, and intercoms for centralized announcements. High-speed internet access is available for students and staff, facilitating online research and learning.

The college's commitment to innovation is evident with dedicated labs including computer labs, media labs, language labs, and business labs, providing hands-on learning experiences. The campus promotes sustainability with solar streetlights, contributing to a green environment. Additionally, the medicinal garden enhances environmental awareness and serves as an educational resource.

Overall, St. Aloysius Degree College offers a comprehensive educational experience characterized by state-of-the-art facilities, extensive academic resources, and a commitment to holistic student development and sustainability.

Student Support and Progression

St. Aloysius Degree College caters rightly to the needs of the students and fosters knowledge as the prime concern. Our Institution has paved way for advanced learning skills with ICT learning and e learning facilities. As an institution our prime concern is not limited to academics only, but also caters to tailored counselling sessions, extra-curricular learning and facilitates a holistic growth that addresses individuals needs and aspirations. Collaborative initiatives between faculty and students foster a nurturing environment conducive to learning and development and as an institution our concerns have always been revolving around the overall growth of each and every student who has been part of the Aloysian journey. The institution also helps students in adhering to their grievances that need special attention and has special counseling sessions for

students who need help regularly. Sports have been another achievement of our institution, the students have had opportunities to showcase their talent in all levels and have got laurels to the institution as well. The Cultural wing of our institution has garnered steady rise in organizing countless activities for the students and allows students to participate in other college fests too. As an institution we train our students to be prepared for various competitive exams that they will face in the future.

The institution also focuses on providing the deserving students with scholarships that help them to see learning as a necessity than a burden. Placements have been another achievement of our institution and our institution in collaboration with external agencies have been organizing Job Drives for the final year students, that help students to get placed with top notch companies. The student progression has been an important journey that the institution focuses every year and we are sure to concentrate more on our students especially in line with making sure every aloysian has progressed and is placed in greater places around the globe. Timely feedback loops and adaptive learning platforms promote continuous improvement, ensuring students stay on track toward their goals, fostering student progression is a paramount for learning at our institution. Over the past years, student enrollments in our institution have shown a steady rise compared to previous years. Analyzing the enrollment patterns across different programs provide valuable insights into the changing preferences and needs of students that as an institution we have given at most importance.

Governance, Leadership and Management

The institution is governed by experienced Management and leadership in accordance with the vision, mission and core values. The institution has implemented National Education Policy from the academic year 2021. The Governing Council, Management and Principal together with the faculty and students constantly strive to steer the institution towards excellence through participatory approach.

Responsibility is effectively delegated to faculty members, especially the coordinators of the various Departments and staff in charge of the various Committees and Associations. Coordinators and faculty meet regularly and consult with the Principal and Management to discuss and evolve strategies for department administration, academics, co-curricular and extra-curricular activities. Faculty members are encouraged to enhance their skills and knowledge through participation in faculty and professional development programmes, short-term refresher courses, conferences, seminars, workshops etc.

The college has articulated a well-defined code of conduct and major policy documents which are subjected to timely revision.

In order to ensure efficiency, transparency, participation and accountability e-governance has been implemented in the areas of Administration, Finance and Accounts, Student Admission and Support, Examination.

The college prioritizes staff welfare through robust performance appraisal system, avenues for career development and comprehensive welfare measures which include Financial aid, Faculty enrichment programmes, statutory benefits, health care and distribution of food kits to support staff during pandemic, good physical facilities, internet, birthday celebrations, acknowledging the services and commitment of staff members through thoughtful and useful gifts on Teacher's Day and for Christmas.

The institution has efficient strategies for resource mobilization and optimal utilization of resources. Stringent internal and external audits ensure fiscal transparency and accountability, enhancing the institution's credibility

and financial stability.

The IQAC promotes a culture of quality through continuous review of teaching-learning process, administration and implementation of stakeholder feedback.

Through governance structures that effectively uphold institutional values such as inclusiveness, social concern, humanism and becoming a person for others, the college paves the way for holistic growth and creation of a vibrant educational environment.

Institutional Values and Best Practices

Criterion 7 focuses on Institutional Values and Social Responsibilities, emphasizing gender equity, sensitization, and community engagement best practices and institutional distinctiveness. The institution actively promotes gender equality through initiatives like International Women's Day celebrations, awareness programs on menstrual and sexual hygiene, and gender sensitization workshops. Collaboration with NGOs like Ondede, Payana, and Sangama further supports the LGBT community's welfare.

Policies favoring women, such as the POSH policy and equal opportunity policy, are rigorously implemented, ensuring fair representation and opportunities for female students in leadership roles, associations, and committees, including equal participation in NCC activities. Facilities catering to women's needs, such as women's restrooms, ID cards, CCTV surveillance, and provisions for sanitary napkins and incinerator machines, contribute to a safe and supportive campus environment.

The institution demonstrates a commitment to sustainability through initiatives like alternate energy sources (e.g., solar power), energy conservation measures, LED lighting, and green campus initiatives, including waste management practices for solid, liquid, and e-waste.

St. Aloysius Degree College's best practices include, "Aloysians for Others," which actively engages with community issues and promotes free blood donation. Additionally, the college prioritizes educating first-generation learners, with approximately 60% of students falling into this category. These students receive comprehensive support for their holistic development, including academic guidance, mentoring, cultural and sports participation, value education, and financial assistance through fee concessions and mid-day meals for economically disadvantaged students.

Overall, St. Aloysius Degree College's commitment to institutional values, social responsibility, gender equity, sustainability, and inclusive education makes it a beacon of excellence in higher education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ALOYSIUS DEGREE COLLEGE
Address	Sarvagna Nagar, Cox Town, Bengaluru - 560005
City	BENGALURU
State	Karnataka
Pin	560005
Website	www.aloysiusdegree.college/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sagayamary B	080-25466393	9448120966	080-2546639 4	principalsac01@gm ail.com
IQAC / CIQA coordinator	Zeena Lobo	080-25460226	9480464316	-	zeenapremilalobo@ gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes minoritydoc_1543297207.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Karnataka	Bengaluru North University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-02-2015	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sarvagna Nagar, Cox Town, Bengaluru - 560005	Urban	6.52	5498.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management,	36	PUC	English	60	28
UG	BCom,Commerce,	36	PUC	English	100	62
UG	BCA,Computer Application,	36	PUC	English	40	40
UG	BA,Arts,Journalism Political Science Optional English	36	PUC	English	30	12
UG	BA,Arts,Journalism Psychology Optional English	36	PUC	English	30	16
UG	BSW,Social Work,	36	PUC	English	30	15
PG	MCom,Pg Department Of Commerce,	24	UG B.Com	English	40	2
PG	MSW,Pg Department Of Social Work,	24	UG	English	30	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				33			
Recruited	0	1	0	1	0	0	0	0	14	19	0	33
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	4	2	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	7	13	0	20
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	118	29	0	1	148
	Female	23	1	0	1	25
	Others	0	0	0	0	0
PG	Male	5	6	0	0	11
	Female	6	0	0	1	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	25	37	20	27
	Female	13	7	6	10
	Others	0	0	0	0
ST	Male	0	1	1	2
	Female	0	0	1	4
	Others	0	0	0	0
OBC	Male	84	93	59	43
	Female	19	25	21	6
	Others	0	0	0	0
General	Male	17	9	10	42
	Female	8	3	3	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		166	175	121	149

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution offers programs in multiple discipline like Commerce, Business Administration, Computer Application, Humanities and Social Work. The students study the electives in their final year. The college is affiliated to Bengaluru North University and study triple/double major subjects in the Humanities program. The National Education Policy was introduced from the current academic year which mandates the student to study one course from different discipline. The existing programs in many Universities/Institutes have limited number of Discipline Specific Electives and there are almost like core courses, hence wider choice of electives courses are proposed to be introduced in New

	Curriculum Framework. New curriculum helps the students to choose the courses from other streams/across Faculty. Therefore students will be capable of making a positive contribution to Commerce, Trade and industry in the national and global context by drawing the knowledge from the different disciplines, which is socially desirable. The college also has a Collaborative Inter Disciplinary Social Work Research Centre. This facilitates the faculty to carry out inter disciplinary research.
2. Academic bank of credits (ABC):	Academic Bank of Credit is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving Colleges or Universities. There will be "multiple exits" and "multiple entries" points during the higher education tenure and credits will be transferred through ABC seamlessly. The institution is affiliated to Bengaluru North University and follows all the rules and regulations with regard to exams and results as set up by the University. Choice Based Credit System (CBCS) was followed until the academic year 2020-21. The CBCS does not require Academic Bank of Credit, as it does not have provisions for multiple entry and exits. The New Education Policy 2020 was implemented from the academic year 2021-22, only the NEP has the provision of multiple entry and exit points hence it requires Academic Bank of Credit. It is only a year since NEP was implemented and ABC has not been introduced yet. Hence whenever the University implements the Academic Bank of Credit it will be introduced in the college.
3. Skill development:	The college follows Choice Based Credit System, this curriculum includes skill development courses on language and communication skills, soft skills, life skills, employability skills and computing skills. Also skill development activities are provided at the end of each course. There are also marks allotted in the internal assessment evaluation. The college has a business lab for purpose of conducting practical and online assignments. There is also language lab in which activities are conducted to improve their listening and speaking skills. There are well equipped Computer labs for developing computer programming skills. The New Education Policy has

	been implemented from this current year. The New curriculum has given more emphasis for the skill development by considering the need of the Fourth Industrial Revolution Components namely, Automation, Digital Platforms, AI Block Chain Technology, IOT, Spread sheet Analysis etc which enables the students to acquire the specialized skill and applied competencies in the field of commerce and business. In addition to this the college conducts add-on courses in specific fields to enhance the skills. The placement cell organizes programs on soft skills, technical skills and aptitude to boosts the chances of employability. The college invites experts from industry and academics to give guest lecture and conduct workshop on skill development programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution celebrates all the important Indian festivals and events of national importance. The college organizes cultural fest named "KAIROS". This fest consists of all events based on Indian culture and traditions. Ethnic Day is celebrated aimed at celebrating different culture and ethnic communities. The students study Indian languages which is part of their curriculum. The college has a language lab in which students taught listening and communication skills of Indian languages. The syllabus also consist a paper on culture diversity and society. Yoga and meditation classes are conducted twice a week for the students. International Yoga Day is celebrated with different themes each academic year.
5. Focus on Outcome based education (OBE):	The institution imparts Outcome based education. The main aim of the colleges is to focus on outcome based education (OBE). Since the college is an affiliated one the University provides Graduate attributes. The University Curriculum also provide Program outcomes(PO'S) and Course outcomes(CO'S). Each department also drafts out the specific program outcomes including those which are provided by the University. The course outcomes are provided by the subject experts who work along with the faculty and based on the course outcomes provided by the University. The PO's and CO's are uploaded on the college website. While delivering subject to the students the main focus is on outcomes. With focus on outcome based education experts from industry and academics are invited to give guest lecture and conduct workshops. Practical sessions are

	conducted on specific topics to have hands on experience. The PO/CO attainment is calculated for the CIA at the end of every semester. The IQAC reviews the performance of students and gives recommendations and suggestions to Head of the Departments to improve on the quality of education provided to the students.
6. Distance education/online education:	The institution has very good wi-fi connectivity and faculty and students benefit from it. Class room teaching involves video lectures, usage of ICT tools and so on. The faculty share course materials, video links, notes and assignments through their respective WhatsApp groups. Students' attendance, internal marks, notification and other details are sent through Pacifyca our ERP partner. All the events and programmes organized and conducted in the college are uploaded in the college website, which can be accessed by students from anywhere. Few Faculties upload their lecture videos on Youtube and share the links with the students where the students can access it anytime. If the syllabus cannot be completed for any reasons classes are taken online and revision is done for weaker students through online mode. Some Certificate courses are offered through online mode for the students. The videos of these lectures are uploaded on Youtube and the link are shared with the students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) was established in St. Aloysius Degree College in the year 2014 and remains an active part of our institution. The ELC is dedicated to educating the student body about their electoral rights and responsibilities, aiming to foster a culture of informed and engaged citizenship.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Currently, the ELC of St. Aloysius Degree College is led by three faculty members: Dr. Karan Alistar, Ms. Rachana Chacko, and Ms. Derin, who serve as coordinators. Additionally, Yasmin Saba from II B.Com and Rakshitha A from III BCA have been appointed as student representatives. The ELC organizes various activities such as voter ID drives,

	voter awareness campaigns, and celebrations of Constitution Day and Voters' Day. These initiatives ensure that the ELC remains both functional and representative in character, actively involving students and faculty in promoting electoral literacy.
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.	The ELC of St. Aloysius Degree College is committed to innovative approaches in promoting electoral literacy. In addition to conducting voter ID drives and awareness campaigns, the ELC organizes activities such as workshops and discussions to educate students about the electoral process. Furthermore, the ELC actively engages in celebrating Constitution Day and Voters' Day, emphasizing the importance of democratic values and civic participation.
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.	St. Aloysius Degree College is dedicated to fostering civic engagement and promoting electoral literacy among its student body. While the college may not have specific documentary projects or formal collaborations with electoral authorities, it actively engages students in voter education initiatives and awareness campaigns. These efforts aim to instill a sense of civic responsibility and democratic values among students, encouraging them to participate actively in the electoral process. Through activities such as voter ID drives, awareness campaigns, and celebrations of Constitution Day and Voters' Day, the college endeavors to contribute to the advancement of democratic ideals within the community.
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.	As of the latest assessment, approximately 20% of students at St. Aloysius Degree College are yet to be enrolled as voters in the electoral roll, with a significant portion coming from the first-year cohort. To address this, the ELC conducts regular voter ID drives and awareness campaigns to encourage eligible students to register as voters. Efforts are also made to institutionalize mechanisms for voter registration within the college, including setting up help desks and providing assistance to students in the enrollment process. Through these initiatives, the college aims to ensure that all eligible students exercise their democratic right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	264	115

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 49

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	28	27	24

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
96.95	86.57	58.36	104.71	177.25

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

St. Aloysius Degree College and centre for Post graduate Studies is affiliated to Bangalore North University and follows the calendar of events and following the syllabus prescribed by it. The College offers different value-added and certificate courses in addition to the university syllabus.

Academic Calendar:

1. There is an academic calendar committee in the College which prepares academic calendar well in advance in conformity with the University calendar of events.
2. The mandatory working days in each semester, the government holidays state, central, regional and local holidays are taken into consideration while preparing the academic calendar.
3. Every academic year begins with the general orientation by the Principal and Head of the Departments. The class teachers discuss about the curriculum overview and its transaction, enrolment of students' council elections and departmental activities
4. Effective curriculum delivery: In order to ensure an effective curriculum delivery our institution follows the following methods.

1. The allocation of workload is done according to the competencies of the faculty in the departmental meetings.
2. Time table committee prepares a detailed timetable regarding curricular, Co-curricular, and extracurricular activities and it is made known to the students well in advance through the College calendar, Notice boards, guest lectures, field visits and remedial classes.
3. The teaching plan for each subject is prepared by the subject teachers. Heads of the departments monitors the progress of the curriculum. Various associations conduct guest lectures, field visits, internships, industrial visits, visits to old-age homes and heritage sites.
4. The departmental activities are continuously monitored and reviewed by the IQAC (Internal Quality Assurance cell). Well-equipped college library provides the necessary study materials to the students and faculties.
5. Faculty are given in-house Faculty Development Programs by various academicians. The institution collects feedback from faculty, students, alumni, and parents. College offers various subject-related, skill-based, and value-added certificate courses every academic year.

Continuous Internal Assessment:

1. The institution has an examination committee that is in charge of continuous internal assessment. Based on the university guidelines the committee conducts two Internal Assessment exams.

2. Preparing the timetable, getting the question papers printed, allotment of invigilation duties, Valuation, settling the exam-related grievances, conducting re-examinations, if needed, fixing the date of submission of internal assessment marks, and finally submitting the IA marks to the university at the end of every semester are the important functions of this committee.

3. The students are enrolled to various associations/clubs/cells. Students have to actively take part in various events organized by associations and credits will be offered for their active participation. The academic coordinators inform their respective students well in advance with regard to assignments, seminars, field visits, internships, and other activities. While allotting internal assessment marks, the performance of the students in the various activities along with marks of Unit Tests, Remedial assignments, projects and presentations are taken into account and the marks will be submitted to the university before the end of every semester.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 06

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 30.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	19	20	260	75

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics: Various elements of ethics are integrated in the curriculum. The syllabus used in UG and PG courses deal with comprehension and integration of various principles, ethics, norms, regulations to be followed in order to manage and overcome issues faced by modern business organizations and to meet the universal challenges. The following aspects are incorporated in the curriculum:

i. Ethics in Research Cyber /Digital.

ii. Ethical behavior towards employer and the society

iii. Influence of Ethics in organizational culture.

iv. Develops concerns towards stakeholders in business environment. Imbibe ethical principles to lead a healthy life.

v. Comprehend the impact of unethical practices, personally and professionally.

vi. Security norms, prepare transparent reports.

vii. Respecting privacy and the need for confidentiality in reporting.

Viii. Create awareness about ethics and transparent governance,

ix.   Develop clarity of thought and a healthy mindset.

x.   Create the ethical mindset- socially, economically and legally.

xi.   Staff and student orientation program

Gender awareness: Through literary genre such as essays, poems, novels, role plays, documentaries and articles, students are introduced to various topics related to gender equality, discrimination and violence against women. Curricular aspects related to gender are:

Gender Sensitization program, Empowerment of women by government and other organizations.,employment and entrepreneurship opportunities for all and Measures to overcome the social challenges against women.

Comprehend the disparities in compensation, career opportunities. Create awareness of diversity, equality and greater participation.

Human values:

Institution prioritizes the need for instilling values along with curricular aspects in order to create responsible and capable citizens with ethical consciousness: Impart basic human values while performing personal and professional work; Understanding and respecting the cultural richness of others in personal and professional life, Blood donation camps, visit to old age home , Orphanages , Rural Area for camps, Midday meals scheme, Candle light Vigil Solidarity, Christmas sharing were some of the activities

Environment and Sustainability:

Various elements of Environment and Public Health are brought out in the curriculum. Topics about environmental issues like global warming and need for preservation of flora and fauna. Solar panels, Rain Water Harvesting, Wheeling to Grid , Plogothon, Walkathon(NCC), Swachatha (NCC&ECO), Cleanliness Drive, Cyclist, Natural decompose process (ECO). SERP program (Student Exchange and Recycle process)

The curriculum aims at creating awareness about the need co- existence on earth for healthy life and sustainability of nature.

Business decisions and operations affecting the environment leading to climate change   need to reduce the carbon outlet, To acquire sustainable thought process for a healthy world and to cherish Principles in personal and professional life to be governed by environmental consciousness and sustainability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 61.17

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

Response: 271

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	176	122	149	115

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	330

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
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: 68.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	163	108	92	102

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

2022-23	2021-22	2020-21	2019-20	2018-19
181	181	181	181	166

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.46

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

St. Aloysius Degree College embraces a dynamic educational approach amidst today's rapidly evolving digital landscape. Departing from traditional teacher-centric models, the college prioritizes personalized learning experiences aligned with student needs. Innovative student-centric strategies drive the educational process, leveraging digital media and collaborative tools to foster engagement and efficacy. By adapting to individual requirements, the college cultivates an environment conducive to holistic student development, empowering learners to thrive in an ever-changing world. The student centric strategies are drawn below.

INNOVATIVE ICT USAGE IN TEACHING-LEARNING

St. Aloysius Degree College is dedicated to fostering tech-savvy students by integrating innovative ICT techniques, ensuring they stay updated with the latest technology. The following innovative ICT usage are adopted:

1. Organising webinars of different departments
2. E-Content creation by the faculty for the students
3. ICT Aided student & staff seminar
4. Virtual LAB training for the students
5. Projector enabled classrooms
6. Instagram Reels
7. Language LAB
8. Online Quiz
9. Online Internship
10. Online course
11. Media Room

EXPERIENTIAL LEARNING

St. Aloysius Degree College offers ample real-world learning opportunities, fostering holistic student development. Through these experiences, students cultivate critical and creative thinking skills, collaborate to solve simulated real-world challenges, make ethical decisions, and adopt a global perspective on problems and ideas, preparing them for success in diverse contexts. Some endeavours in this track are:

1. Internships
2. Industrial Visit
3. Field Trip
4. Library Visit and Other College Visit
5. Camps and Study Tours
6. Laboratory Training

PARTICIPATIVE LEARNING

St. Aloysius Degree College not only offers diverse curricular activities but also prioritizes students' well-being by fostering life skills development. Through proactive learning techniques, the college instils standards of excellence in students, ensuring they are equipped with the skills needed for success in

various facets of life. Some of the different techniques of Proactive learning like:

1. Computer Science LAB
2. Psychology LAB
3. Language LAB
4. Media LAB
5. Exhibition
6. Intuition Journal
7. Alumni Engagement
8. Student participating in Workshops and Seminars

PROBLEM-SOLVING METHODOLOGIES

St. Aloysius Degree College places a premium on addressing students' social needs, boasting a robust on-campus support system. Through tailored initiatives, students are equipped to navigate both academic challenges and real-life situations effectively. These efforts underscore the college's commitment to nurturing well-rounded individuals prepared for success in all aspects of life such as those mentioned below:

1. Study Circle
2. Bridge Course
3. Peer teaching
4. Promoting Innovative Ideas
5. Research Based Projects on Social, Environmental Issues
6. Career Orientation / Skill Development Sessions
7. Slow learners and Advanced Learners Programme
8. Capacity Building Initiatives
9. Mentoring
10. Counselling

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	32	30	30	27

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 38.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	11	08	08

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Methodology

Three things are required for internal assessment test papers, assignments, seminars, and Viva. Every semester, two internal exams are held as part of the internal assessment procedure. The college examination office arranges the seamless operation of the numerous examinations held in the college and publishes an examination calendar that is followed, with the exception of unexpected changes to the dates of the university exam. The office, led by the senior superintendent, a senior faculty member of the institution, and a group of faculty members, organizes the exam's logistics. Internal exams are administered in the same manner as university exams, and Divyangjan/Sick students are given special accommodations. These techniques entail data collecting and analysis that combines qualitative and quantitative methods to offer a more thorough picture of the issue under review.

Transparency

Exam dates are communicated to students ahead of time. The tests are given in classrooms that are under CCTV surveillance. Students who wish to confirm their attendance statements can request the office and clarify their doubts. The students see their marks so they can report any inaccuracies or complaints. The outcomes are informed to the parents of the student during the parents' meeting.

Evaluation Process:

It focuses on the primary observation of students in the process of learning, the collection of frequent feedback on students learning and the design of modest classroom experiments that provide information on how students learn and how students respond to particular teaching approaches. Such as Assignments, seminars, and internal tests are all evaluated in a timely manner. Students discuss the answer scripts and are informed of the key points so they can improve and get a Good score. If the required benchmark is not met, students are given the chance to retake the test as well as turn in or retake assignments and seminars. The highest-scoring candidates on the internal tests receive proficiency rewards as well.

Grievance Redressal

The college complies with the regulations of the affiliated university and has clearly defined grievance redressal policy pertaining to examinations. Additionally, there is a grievance redressal department dedicated solely to handling concerns regarding exams and internal marks. There is an internal evaluation coordinator in every department.
Who oversees the timely publication of the internal marks and the delivery of the response scripts to the Students.

Any complaints should be directed first to the staff guide, who takes care of them after consulting with the instructor in charge of that particular course. If students are still not pleased, the Grievance Redressal Cell at the department level may be contacted. Proceed to the Grievance Redressal Cell at the college level. The grievance redressal procedure must be finished in a week following the internal mark publication.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome-Based Education (OBE) is a pedagogical approach that requires curriculum, pedagogy, and assessment processes to be restructured such that they better reflect the attainment of high-order learning rather than just the accrual of course credits. Through careful planning and execution,St Aloysius Degree College was successful in making a deliberate and planned transition to outcome-based education through systematic planning and execution.

Training the faculty and formulation of Outcomes:

The IQAC provided the initial training to the faculty of the college regarding the formulation of programme outcomes (POs), programme-specific outcomes (PSOs) and course outcomes (COs). All the departments outlined the PSOs of their respective disciplines and the COs. The IQAC formulated the Programme Outcomes for the UG and PG programmes

Communication to Students:

The POs, PSOs, and COs of the institution are stated and displayed on the college website, department noticeboards and classrooms. During the induction programme and introductory classes, the students are informed regarding the outcomes expected of them upon the successful completion of each Course and the Programme.The students are also informed about the marks allotment for each section of the course and the details of how the students are awarded the internal marks.

The subject teacher of the class explains in detail the different aspects of the subject that would be covered in the course.

Further the importance of that particular subject in relation to the job opportunities and higher studies are also discussed in the class.

There is a detailed discussion of the syllabus that is given by the university.during the Parent Teacher Meeting which enables the faculty members to interact with the parents and the students and paves way

for the discussion of course outcomes.

Analysis and Follow-up Measures

At the departmental level, the CO, PSO, and PO attainment levels were examined and an Analysis Report was prepared. The college-level OBE committee verifies it and recommends strategies for improvement such as remedial sessions, introduction of participative learning methods and interaction with experts in the field.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

St. Aloysius Degree College has successfully transitioned to Outcome-Based Education (OBE), a pedagogical approach emphasizing high-order learning over mere credit accumulation. This transformation involved restructuring the curriculum, pedagogy, and assessment processes. A dedicated OBE core committee oversees the systematic transition, while departmental OBE coordinators ensure its effective implementation at the grassroots level. Through meticulous planning and execution, the college has aligned its educational practices to focus on meaningful learning outcomes, enhancing the quality and relevance of education provided to its students.

The IQAC initiated faculty training at St. Aloysius Degree College on crafting Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). Departments outlined their PSOs and COs, while the IQAC devised POs for both undergraduate and postgraduate programs. An OBE orientation was held on 1st June 2023, facilitated by experts from College IQAC Coordinator, honed the faculty's skills in formulating precise, measurable outcomes. The training also covered strategies for assessing attainment levels.

The college prominently presents its Programme Outcomes (POs) and Course Outcomes (COs) on its website, departmental noticeboards, and in classrooms. During induction and introductory sessions, students are briefed on the expected outcomes for each course and program upon successful completion. This ensures transparency and clarity, enabling students to understand and align with the educational goals set by the institution.

The OBE-based learning approach has been implemented for assessing the attainment of the UG and PG batch at St. Aloysius Degree College. Course outcome attainment is evaluated using a 3-point scale:

scores above 60% are rated as 3, between 50% and 60% as 2, and below 50% as 1. This assessment involves tests, assignments, viva voce, and quizzes for various course outcomes (COs). The average score across different COs determines the course attainment. A PSO Articulation Matrix aligns COs with PSOs to assess PSO attainment, while a PO Articulation Matrix correlates PSOs with POs. These matrices incorporate attained levels for each course to evaluate program-specific and PO attainment. The IQAC developed an Excel tool specifically for this attainment measurement process.

St. Aloysius Degree College, departmental attainment levels for Course Outcomes (COs), Programme-Specific Outcomes (PSOs), and Programme Outcomes (POs) undergo thorough examination, resulting in the creation of an Analysis Report. This report is scrutinized by the college's OBE committee, which validates its findings. Based on the insights gleaned, the committee devises targeted improvement strategies. These may encompass organizing remedial sessions to address areas of weakness, integrating participative learning methodologies to boost student engagement and understanding, and facilitating interactions with industry experts to provide practical insights and relevance to the curriculum. These proactive follow-up measures are aimed at continually enhancing the educational quality and ensuring alignment with the college's OBE objectives.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.89

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
107	91	106	103	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	96	113	114	108

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.72

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.28	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

St. Aloysius College is a shining example of a pioneering institution that values creativity and enterprise above all else. This university equips its students to become job creators in today's dynamic world by upholding a strong commitment to developing creative brilliance and ambitious minds. The institution creates an environment that ignites the spark of creativity and gives young people the means to turn their creative ideas into spectacular success stories through a thoughtfully chosen range of strategic activities.

The multidisciplinary and interdisciplinary research center, which is affiliated with Bangalore North University and indirectly to ISEC and ICSSR and is collaborating with All India Institute for Social Work Research (AIISWR), is the focal point of this innovative culture. The Research Center develops the next generation of business people who can launch successful and sustainable projects. It does this through leading innovative training courses on profitable business ventures and encouraging partnerships with pertinent departments. The Research Center prepares students to effectively manage the intricacies

of entrepreneurship by instilling in them a profound business outlook through these activities.

The Kickstart Innovation and Incubation Cell serves as an inspiration haven for the college and is a vital component of St. Aloysius Degree College's creative mind-nurturing program. Through internships and social entrepreneurship outside of college campuses, this special cell gives students practical experience in small-scale model business ventures. These programs foster a sense of community consciousness and the transformational power of knowledge transmission.

Supporting the student improvement cell, which nurtures students' creative seeds through workshops, exhibitions, research grants, ideation festivals, and exchanges. Through honing their research techniques and critical thinking abilities, the RDC fosters an environment that is conducive to the growth of innovative ideas. The yearly National Multidisciplinary Conference encourages even more innovation, creativity, and the sharing of knowledge with a larger audience. In addition, the Entrepreneurship Development Club is essential to the college's innovation ecosystem since it encourages prospective innovators to pursue their business aspirations. encourages students to be creative and entrepreneurial, and it works with other institutions to carry out long-lasting and significant projects.

St. Aloysius Degree College has empowered socially marginalized students to a variety of fields and developed future leaders as a result of these social welfare initiatives and the college's dedication to innovation, research opportunities, and industry collaborations. The impact of these efforts is evident in the many student-led changes. These initiatives, which range from executions to business ventures, highlight the beneficial effects of the college's drive on its innovative young pupils.

The institution's commitment to fostering a sense of self-sustainability in its students has produced a generation of self-assured and resourceful people. St. Degree College offers an encouraging environment where entrepreneurship and innovation can flourish. Through research and social upliftment, the college equips its students to make a substantial effect on the world by developing a deeply established culture of creativity and business.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	08	03	06	05

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	01	01	0

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

3.3.2

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	03	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

St. Aloysius Degree College & Post Graduate Research Centre, founded in 2008, is committed to providing a comprehensive education that goes beyond mere academics. Our institution believes in fostering a holistic approach to learning, nurturing students not only in knowledge but also in social responsibility and awareness.

One of our recent initiatives included an outreach program at Sagarahalli, where we engaged with the local community to spread joy and kindness, particularly during the Christmas season. Through our Reach Lives initiative, we organized cultural programs and donated essential provisions to support underprivileged children and elderly individuals at places like Infant Jesus Home.

Furthermore, our college actively promotes peace, harmony, and unity through events such as Sadbhavana Divas organized by our NSS and NCC units. We also prioritize raising awareness about critical issues like drug abuse through observances like Anti-Drug Awareness Day.

Cleanliness and hygiene are paramount to our institution's values, which is why we celebrate initiatives

like Swachhta Bharat, emphasizing the importance of cleanliness for public health. Additionally, addressing concerns about illegal activities near our campus is a top priority, ensuring the safety and security of our students and staff.

In our commitment to social justice, we participated in events promoting human rights, including seminars and competitions aimed at raising awareness about democracy, dissent, and the role of human rights defenders. Establishing clubs like the Anti-Human Trafficking Club further underscores our dedication to addressing social injustices and violence.

Moreover, our efforts extend beyond the campus boundaries. We engage in various community service programs, emphasizing social responsibility and contributing to societal transformation. This includes activities like rural camps to expose students to diverse socio-economic backgrounds and community needs.

In all our endeavors, whether within the campus or in the broader community, St. Aloysius Degree College & Post Graduate Research Centre remains steadfast in its commitment to holistic education, social justice, and fostering a culture of responsibility and awareness among its students.

St. Aloysius Degree College & Post Graduate Research Centre was established in 2008 with a strong commitment to providing a well-rounded education that extends beyond traditional academics. The institution is dedicated to nurturing students in not only knowledge but also in social responsibility and awareness.

One of the recent initiatives of the college involved an outreach program at Sagarahalli, where students engaged with the local community. This initiative aimed to spread joy and kindness, particularly during the Christmas season. The college organized cultural programs and donated essential provisions to support underprivileged children and elderly individuals at places like Infant Jesus Home as part of the Reach Lives initiative. we have done conducted the free medical camp for the noble cause. It was made possible due to the dedicated efforts of numerous volunteers from the NSS unit,social work department and manipal hospital.It was commendable

St. Aloysius Degree College actively promotes peace, harmony, and unity through various events. For instance, it organizes Sadbhavana Divas through its NSS and NCC units to foster a sense of togetherness within the campus and beyond.

In addition to promoting social responsibility, the college prioritizes raising awareness about critical issues such as drug abuse. It holds observances and educational activities focused on addressing this important societal concern.

The institution's commitment to holistic education is evident in its multifaceted approach to nurturing responsible and aware citizens.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

St. Aloysius Degree College, a prominent educational institution in Karnataka, recently received prestigious recognition from the Government of Karnataka for its exemplary contribution to organizing a blood donation camp. This report outlines the details and significance of this commendation, highlighting the college's commitment to societal welfare and its impact on the community.

St. Aloysius Degree College, established with a vision to provide quality education, has always emphasized holistic development, encompassing academic excellence, social responsibility, and community engagement. The institution's commitment to service extends beyond the classroom, evident in its various outreach programs and initiatives aimed at uplifting society.

In line with its ethos of service, St. Aloysius Degree College organized a blood donation camp as part of its community outreach activities. The camp aimed to address the perennial shortage of blood supply in hospitals and medical centers, especially during emergencies. With meticulous planning and coordination, the college mobilized students, faculty, and staff, as well as members of the local community, to participate in the noble cause of blood donation.

The event garnered overwhelming support, with a significant turnout of volunteers willing to donate blood. Rigorous screening processes ensured the safety and eligibility of donors, adhering to the highest medical standards. The successful execution of the blood donation camp underscored the college's efficacy in organizing impactful community service initiatives.

The commendable efforts of St. Aloysius Degree College did not go unnoticed. The Government of Karnataka, recognizing the college's outstanding contribution to promoting blood donation and healthcare, bestowed upon it a prestigious award. This accolade not only acknowledges the college's commitment to social welfare but also serves as a testament to its leadership in fostering a culture of altruism and compassion among its stakeholders.

The award received by St. Aloysius Degree College from the Government of Karnataka holds immense significance on multiple fronts. Firstly, it validates the efficacy and impact of the college's community service initiatives, reaffirming its position as a beacon of social responsibility in the region. Secondly, it serves as a source of motivation and inspiration for the college community, encouraging continued engagement in philanthropic endeavors. Moreover, the recognition elevates the profile of the college, enhancing its reputation as an institution dedicated to holistic development and societal well-being.

The accolade received by St. Aloysius Degree College for its blood donation camp underscores the profound impact of its endeavors on the community. Beyond the immediate benefit of augmenting blood reserves, the event fosters a culture of empathy and solidarity, nurturing a generation of socially conscious individuals. Inspired by this success, the college remains steadfast in its commitment to initiating and supporting initiatives that address pressing societal needs.

St. Aloysius Degree College's recognition by the Government of Karnataka for its blood donation camp exemplifies the transformative power of community service and altruism. By leveraging its resources and expertise, the college has made a tangible difference in the lives of those in need, embodying the spirit of compassion and social responsibility. As it continues to forge ahead on its path of service, the college remains dedicated to empowering individuals and creating a positive impact on society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	05	06	09	15

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

3.5 Collaboration

3.5.1

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

Response: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

St. Aloysius Degree College provides exceptional infrastructure and facilities emphasizing our commitment to provide a conducive learning environment for students. Our institution comprises three primary blocks: PG, UG, and Hostel, each focusing to cater to the diverse needs of our student community.

Within our classrooms, students benefit from comfortable seating, excellent ventilation, and ample natural light, fostering an environment conducive to effective learning. Furthermore, 9 rooms are equipped with LCD projectors, facilitating interactive teaching methods through audio-visual aids and PowerPoint presentations.

College computer lab is well equipped with 86 computers, managed by dedicated lab coordinators to ensure optimal resource utilization. With robust Wi-Fi connectivity, Projectors and other facilities students have unrestricted access to online educational resources, enriching their academic experience beyond traditional classroom settings.

College library stands as a beacon of knowledge, housing More than 9864 books, journals, and newspapers. Special provisions, such as a book bank for SC/ST students, highlight our commitment to equitable access to educational resources. Furthermore, our library diligently monitors facilities like photocopying and internet access, ensuring seamless operations. Additionally, dedicated spaces for extracurricular activities, including NCC, NSS, counseling, Human Rights, Cultural, social work, Environment , Placement and also including preventive measures for sexual harassment and anti-ragging which further enhances the holistic development of our students.

The Post-Graduation Block serves as a hub for advanced studies, featuring seminar hall and Research Centre where students engage in seminars, workshops, research and guest lectures, augmenting their academic pursuits.

The college hostel provides a nurturing environment for 40 students, offering comfortable living quarters and nutritious meal options. Additionally, we have separate hostels on our college campus, with one specifically for girls accommodating up to 40 students, and another for boys, ensuring privacy and comfort for all. Recreational amenities such as a yoga center and gymnasium promote physical well-being, complementing our academic endeavors for the whole student community.

Sports enthusiasts are provided with ample opportunities to excel, with state-of-the-art facilities for both indoor and outdoor games. From basketball and volleyball courts to cricket nets and athletic tracks, our institution fosters a culture of sportsmanship and healthy competition. Moreover, our college hosts various tournaments and offers specialized coaching sessions, further nurturing athletic talent among students.

Cultural and extracurricular activities thrive in our auditorium, equipped with cutting-edge audio-visual facilities. Students actively participate in intra and inter-college events, showcasing their talents and contributing to the vibrant campus community. In addition to this, the Media Room and Language Lab provide state-of-the-art facilities for students to enhance their communication skills, multimedia projects, and language proficiency through interactive sessions and modern technology.

The institution is dedicated to providing a holistic educational experience that nurtures academic excellence, personal growth, and social responsibility. We are deeply committed to upholding the highest standards of infrastructure and facilities, ensuring that every student receives the support they need to succeed.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 6.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.03	4.79	1.52	1.12	14.36

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The academic excellence of St. Aloysius Degree College is reflected in our modernized library services, designed to enrich the learning experience of our students and faculty. Our library stands as a hub of knowledge and innovation, equipped with cutting-edge resources and technology to support research, study, and intellectual growth.

Integrated Library Management System (ILMS):

St. Aloysius Degree College has implemented an Integrated Library Management System (ILMS) to streamline library operations. Our ILMS, known as Easy Lib, has been in use since 2018, Version 4.3.3, facilitating efficient book management, cataloging, and user access. It allows us to track book access, manage inventory, and integrate with administrative systems seamlessly.

Digital Access and E-Resources:

The College prioritizes to provide comprehensive digital resources to our academic community. To ensure convenient access, we offer separate internet facilities for both Students and staff members within the library premises. This segregation allows faculty Students and staff members to utilize online resources efficiently, catering to their specific academic and administrative needs.

Furthermore, our college is proud to offer access to prominent academic platforms such as INFLIBNET and N-LIST. Both students and staff members can access these valuable resources using their official email IDs. This streamlined access ensures that our entire academic community can benefit from a wide range of scholarly materials and research databases available through these platforms.

Through our Library Catalogue OPAC (Online Public Access Catalog) and internet connectivity, users

can seamlessly explore and utilize the wealth of academic resources available online. Whether conducting research, accessing course materials, or staying updated with the latest academic trends, our digital infrastructure empowers students and faculty to engage in productive learning experiences from any location within the campus. By providing dedicated internet access for students, staff and facilitating access to esteemed academic platforms like INFLIBNET and N-LIST the College remains committed to fostering a conducive environment for research, scholarship, and lifelong learning.

Wi-Fi and Computer Facilities:

To promote digital literacy and research, the College provides Wi-Fi facility Inside the College premises. In addition, a dedicated browsing center equipped with computers offers students convenient access to online databases, journals, and multimedia resources. This setup fosters an environment conducive to collaborative learning and scholarly inquiry.

Library Collection:

Our library boasts a diverse collection of more than 9864 books covering various subjects and disciplines, catering to the academic needs of our student body and faculty. The college continuously strives to enhance our collection by acquiring rare editions of books, reports, theses, and other valuable resources. Additionally, special collections feature first editions, highly prized books, and materials related to specific research interests.

Periodicals and Special Subscriptions:

St. Aloysius College subscribes to a range of 10 academic journals, magazines, and 11 newspapers to keep our community informed of the latest developments in their fields of study. These subscriptions offer valuable insights into current affairs, research trends, and scholarly debates, enriching the academic experience of our stakeholders.

Additional Facilities:

In line with our commitment to user convenience and security, St. Aloysius College provides additional facilities within the library premises. These include reprography services for photocopying reference materials, property counters for safeguarding personal belongings, and CCTV surveillance to ensure a safe and secure study environment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

St. Aloysius Degree College, Bengaluru, is committed to providing state-of-the-art IT facilities to support the academic, research, and administrative needs of its students and faculty. The college has made significant investments in technology, ensuring a conducive environment for effective teaching, learning, and overall campus management.

IT Equipment and Devices:

The college is equipped with a comprehensive range of IT equipment and devices, including 129 computers, 9 projectors, and 10 printers. These resources are utilized by both staff and students, facilitating various academic and administrative tasks across the campus.

High-Speed Internet Connections:

Recognizing the importance of fast and reliable internet access, St. Aloysius Degree College has partnered with ACT service provider to offer high-speed internet connections. With a bandwidth of 500Mbps, these connections ensure seamless access to online resources, research materials, and virtual learning platforms, empowering students and faculty to engage in digital activities without interruptions.

Enterprise Resource Software (ERP):

To streamline administrative processes, the college utilizes Pacifyca, an advanced ERP software. This innovative system enables real-time management of tasks such as admissions, attendance tracking, and financial transactions. Pacifyca enhances efficiency, accuracy, and transparency in day-to-day operations, ultimately contributing to the smooth functioning of the college.

ICT Integration and Training:

St. Aloysius Degree College integrates Information and Communication Technology (ICT) into its academic curriculum. Classrooms are equipped with LCD projectors to support modern teaching methodologies, fostering interactive and engaging learning experiences. Additionally, students receive training in software applications such as Java, MySQL, Tally, and Python, empowering them with essential digital skills for academic and professional growth.

CCTV Surveillance:

Ensuring the safety and security of all members of the college community is a top priority at St. Aloysius Degree College. To augment security measures, the campus is equipped with CCTV surveillance systems. These systems provide continuous monitoring, helping to deter and prevent incidents while

maintaining a safe learning environment for everyone.

In conclusion, St. Aloysius Degree College, Bengaluru, emerges as a beacon of technological advancement within the educational landscape. With its comprehensive IT infrastructure, ranging from cutting-edge equipment to high-speed internet connections, the college ensures an environment conducive to both learning and administration. Through strategic partnerships and investments, the institution prioritizes seamless access to resources, facilitating research, collaboration, and innovation.

Moreover, the integration of enterprise resource software like Pacifyca streamlines administrative tasks, promoting efficiency and transparency in operations. By embracing Information and Communication Technology (ICT) across its curriculum, St. Aloysius Degree College empowers students with essential digital skills, preparing them for the demands of the modern world. The emphasis on ICT training and the provision of state-of-the-art facilities like CCTV surveillance further underline the institution's commitment to safety, security, and holistic development.

In essence, St. Aloysius Degree College stands as a testament to the transformative power of technology in education. By leveraging technological advancements effectively, the college not only enriches the academic experience but also nurtures a community of learners poised for success in an increasingly digitized global landscape.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.57

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 97

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 54.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
95.82	47.73	34.80	47.27	58.09

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	230	194	112	151

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 85.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	67	77

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 28.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	16	27	18	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	91	106	103	100

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

5.2.2

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

Response: 0.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	02	04

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 10.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	18	02	13	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

St. Aloysius Alumni Association" (SAAA) has been incepted to create a cooperative alumnae network that is integral and inclusive part to the institution's development. The SAAA conducts annual meet every year to rejuvenate, reminisce nostalgia along with discussions regarding the institution's future plans and builds the network stronger by contributing their ideas towards the plans. The SAAA has been contributing financially and non-financially to the institution.

OBJECTIVES:

The objectives of St. Aloysius Alumni Association are as follows:-

1. To collaborate with the Management and staff to organize guest lectures, innovative methods of teaching learning and equip the Institution with latest information & communication (ICT) tools for professional Competition.
2. Coordinate with the management and staff in the following activities:
3. In keeping the flag of the Institutions flying high to promote admissions & give publicity.
4. In fostering the spirit of service to society and the nation.
5. In initiating and supporting various fund raising projects that is in keeping with the objectives of the Association in response to the signs of the times and in the spirit of St Aloysius.
6. In granting or sponsoring prizes, scholarship to the institutions in reaching out to the poor and the needy students.
7. In receiving grants, donations or gifts from benevolent SAAAS members or any other lawful source- always in the name of the Association.
8. Any other purpose to be determined at the Annual General Body Meetings.

Initially SAAA constituted Aloysius institutions which included middle school, high school, PU College and Degree College after the pandemic two consecutive meetings included only the degree college alumni.

Alumni have generously contributed in organizing outreach programmes for the benefit of the students of the college. Alumnae with a plenitude of experience and expertise share their knowledge and skills with current students through speeches, seminars, and workshops.

SAAA abides with the objectives of the association in collaborating and coordinating with the

management and staff in organizing various training skills for prospective career and professional confidence of the students. In providing accessible and affordable education for all with the policy of preferential option for the poor with respect to our college mission and vision.

SAAA has conducted two elections one in 2018 and 2021 the current office bearers:

1. President, Mr. Mark B.V
2. Vice-President, Ms. Nejumma
3. Treasurer, Mr. Mark Isdore
4. Secretary, Ms.Manjula
5. Joint Secretary, MS John Paul

SAAA will strive hard in promoting cultural, sports, value based programs for students. In keeping the flag of the Institutions flying high to promote admissions & give publicity.

ALUMNI CONVENOR AND COMMITTEE 2018- 2023

2018-2019

Sl no	Name	Designation	Position
1	Mrs.Zeena Lobo	Assistant Professor	Alumni Convenor

2019-2020

Sl no	Name	Designation	Position
1	Mrs.Zeena Lobo	Assistant Professor	Alumni Convenor

2020-2021

Sl no	Name	Designation	Position
1	Dr.Sr.Sagayamary.B	Principal	Chair person
2	Mrs.Zeena Lobo	Assistant Professor	Alumni Convenor
3	Mr. Hemanth	Assistant Professor	Member
4	Mrs. Carol David	Assistant Professor	Member

2021-2022

Sl no	Name	Designation	Position
1	Dr.Sr.Sagayamary.B	Principal	Chair person
2	Mrs.Zeena Lobo	Assistant Professor	Alumni Convenor
3	Mr. Hemanth	Assistant Professor	Member
4	Mrs. Carol David	Assistant Professor	Member

2022-2023

Sl no	Name	Designation	Position
1	Dr.Sr.Sagayamary.B	Principal	Chair person
2	Mrs.Zeena Lobo	Assistant Professor	Alumni Convenor
3	Mr. Hemanth	Assistant Professor	Member
4	Mrs. Carol David	Assistant Professor	Member

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision, mission and core values of the institution are reflected in every aspect of working management and leadership of the institution. The dedication to implementing the National Education Policy (NEP) is evident in its practices, fostering sustained institutional growth. Moreover college's short term and long term Institutional Perspective Plan reflects the visionary leadership that guides their actions.

Following the NEP guidelines, the college actively involves students in curricular, co-curricular and extra-curricular activities providing them with a holistic educational experience. It provides inclusivity and accessibility, promoting multidisciplinary, academic flexibility and research-oriented approaches.

The institution delegates authority provides operational autonomy to the various departments and units. It works towards a decentralized system of governance. The institution has its own mechanism of delegation and avoids any interference in the day-to-day functioning of the departments. The Management and leadership play supervisory role in their activities. The departments also conduct activities independently. Each department draws up its respective timetable, plans and executes co-curricular and extra-curricular activities and implements soft skills courses and foundation courses. The departments are free to organize departmental seminars, quizzes, presentation sessions, movie/documentary screenings, industrial visits and employment-oriented events of their own.

The institution also encourages participative management in decision and policy making. Two staff members represent the Governing Council and are encouraged to make suggestions and give recommendations in designing strategic plans and framing policies for the college. Decisions are taken in consultation with the staff and Department Coordinators with respect to various events and projects undertaken by the students. Staff representatives and co-coordinators are also made in-charge of courses run by the management as well as extra-curricular activities during the academic sessions. The librarian, accountant and the non-teaching staff are given independent charge of certain activities. This ensures equal opportunities to everyone. The IQAC is responsible for all quality matters of the institution.

The college has a democratic atmosphere and has appointed a number of committees headed by different faculty. The charge of extra-and co-curricular activities is given to faculty members by rotation which gives ample space to groom the required leadership. The students are also made in charge of certain activities and leadership is provided by the members of the Students Council. They are asked to report back to the faculty and the principal.

Decentralization and participative management best exemplified in the various association in-charge and

the convenor of the various committees. Faculty take full responsibility for organizing and conducting the activities of associations such as Environment Cell, Sexual Harassment Redressal and Anti Ragging Committee, Placement Cell etc. All events organized in the institution are the responsibility of the committees, Governing Council, Alumni Association and Parents Council. The reports of progress and achievements of the various associations are documented and presented at the end of every academic year

The institution ensures that the staff has an equal opportunity to raise their concerns and suggest improvements to the administration of the college. The co-coordinators of the Departments, together with the principal ensure that administrative decentralization and participative management are integral to working of the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

St.Aloysius Degree college is run and managed by the Archdiocesan Board of Education (ABE). The ABE helps to co-ordinate all activities for the purpose of its smooth functioning. The primary function of the ABE is policymaking and responsibility for sound resource management.

The ABE determines the general educational and financial policies and has the power to periodically review and approve the budget. The ABE authorizes purchases, infrastructural development and authorizes the construction of new buildings and major renovations of existing buildings.

The Manager and Correspondent is the next authority in the organizational structure. The principal reports to the Manager. Manager is the final deciding authority regarding all administrative and financial matters.

The principal is the Head of the institution and looks after the administration and academic activities of the college with the support of the Department Co-ordinators. The Vice-Principal assists the principal for the proper execution of duties.

The IQAC is a significant administrative body and is responsible for all quality matters of the college. IQAC supports the college in continuous improvement in all aspects of teaching, learning, administration

and research.

The faculty report to their respective Department Co-ordinators, who in turn report to the principal. The teachers along with the normal curriculum delivery also take part in mentoring and in the coordination of various Committees, Cells, Clubs and Associations.

Office Superintendent is the executive head of the office. The administrative office and accounts department directly function under the guidance of the Management.

The college has a sound policy for HR, Finance, Information technology etc.

Appointments of teaching and non-teaching staffs are made following the guidelines of the University Grant Commission and Collegiate of Education of the state.

The Management oversees the recruitment of the staff, part-time and temporary faculty as well as the resignations of existing faculty with the approval of the Governing Council. Grievances and feedback are presented to the principal directly. They are redressed in consultation with the Staff and Manager. The grievance redressal mechanism coves the concerns of the faculty, students, and parents.

The service rules and code of conduct governing the responsibilities of the Management, Principal and Staff are documented in the Service rules book and code of conduct for students is documented in the Student Handbook.

The Management respects the authority of the principal and does not interfere in the day-to-day administration of the college. The principal is an autonomous functionary but reports all the matters to the Manager. The Management reports all the events of the college and receives guidance from the ABE Secretary and President. The faculty members participate in meetings held by the principal and contribute to plans and policies for advancing the institutional status and give suggestions for their implementation.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal system of the college extends to all the stake holders. With respect to the performance of the staff, the appraisal forms assess the performance of the teaching faculty in terms of their contribution to enhance their instructional method and innovation in their pedagogy for their respective subjects.

The assessment includes their growth in non-instructional areas such as extension and community-based activities, professional developments, enhancement of teaching competencies through participation in conferences/seminars/workshops, publications, paper presentations, consultations and research work, non- curricular responsibilities and leadership roles handled in co-curricular and extra-curricular activities. Their services to the institution in terms of expanding the scope through the formation of professional or institutional partnerships and linkages are also accounted for.

The system includes student feedback on the performance of the teaching staff in their respective subjects. Student appraisals include an evaluation of the teaching staff's pedagogic practices, regularity, clarity and ease of understanding conceptual and theoretical aspects of the syllabus, provision of notes and study material and support provided by the teacher both within and outside the classroom. The management reviews the feedback from the students and the principal and conveys the same to the teachers.

For the non-teaching staff, the system of appraisal is handled directly by the Management. Through regular consultations and reviews of tasks by the leadership, the non-teaching and support staff are appraised of their performance. Gaps or limitations are identified and the same are conveyed to them for

improvement.

Welfare Schemes

Financial aid

Financial assistance is given to the faculty members for participating in Conferences/ Seminars/ Workshops and for publishing papers, articles and chapters in Journals/Magazines and books.

Faculty Enrichment Programmes

Faculty Development Programmes are conducted regularly to enrich their knowledge.

As a token of appreciation gifts are given to teachers who complete more than three years of service.

Healthcare

Free health check-up and eye checkup for staff members.

During pandemic free screening for Covid and Vaccination given.

Maternity leave and medical leave.

PF, ESI, Gratuity benefits is provided for staff.

 A Gymnasium with the latest fitness equipment is available for the use of staff.

Staffs are provided refreshments on important occasions and programmes in the college.

Internet and inflib.net access available.

Wi-Fi Access to staff.

Spacious staff rooms with good ventilation, attached rest room, storage units and desktop with Wi-Fi connectivity are available.

A Pantry with refrigerator, kettle, Induction stove, dining tables and wash area is made available for the staff.

Birthday Celebrations are held for all staff.

The Management gives thoughtful and useful gifts on Teacher's Day and for Christmas.

Avenues for Career Development/Progression

The Management encourages the staff to complete NET/SLET examination and the faculty members are encouraged to take up research projects and to pursue Doctoral research (PhD) in their respective subjects. The time for study and research is provided after the class hours and whenever teachers request

for it. The working hours are relaxed for the faculties while attending course work classes of Ph.D. On Duty leave is provided for teachers when requested while doing Research/Ph. D studies. An enhancement of salary has been given to teachers on successful completion of PhD.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 7.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	02	06

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 9.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	04	02	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The major source of funding for the institution has been the fees paid by the students. The students' fees collected alone accounts for 70% of the staff salaries. The institution faces certain financial constraints and limitations from time to time, students from economically weaker backgrounds are unable to clear the total fees at once. The Management provides concessions and accepts the payment of fees in instalments. The students belonging to different reserved categories also get scholarships from Government. During the Pandemic Covid-19 most of the students paid only 80% of the fees and many students fees were waved off.

In order to meet these constraints, the ABE and the Management have provided substantial financial support to upgrade the institution and the infrastructure of the college. They are responsible for improving the infrastructural facilities to the students.

To meet the financial constraints, the institution has designed strategies to mobilize resources and optimally utilize the same to meet the expenses. The institution mobilizes funds through its various networks with private organizations, donors and sponsors. As a Christian minority institution, individual donors and well-wishers have provided financial aid and support in the form of sponsorships for students' fees and contribution in kind towards the self -financed mid-day meal programme. The college received Rs.5,00,000 from a individual donor towards student welfare. The college also received funds for organizing NEET exam in the campus conducted by National Testing Agency in the year 2020 and 2021. The college also received fund of Rs.1,80,000 from All India Institute of Social Work & Research for setting up Research Cell and organizing a seminar titled "Introduction to Method and Application of Social Science Research".

Existing resources are utilized optimally in the college. Energy is conserved. Solar panels are mounted in the college hostel. Some vegetables are grown in the garden and are used in the hostel. Paper is recycled, administrative tasks are being digitalized, projects and events are conducted in partnership with various organizations, resources in the form of books, supplies, food material etc., are also procured through various contributions. The networks built by the institutions are being effectively utilized to support the programs and activities in the institution. It has resourceful linkages with sponsors, guest faculties and industry experts who provide their services to supplement and enrich student learning and experiences.

The institution ensures transparency in all aspects of financial functioning. This is ensured through a regular process of external auditing carried out by a credible auditing agency. The external audits are carried out once a year to review the financial functions and transactions of the college with respect to its receipts and payments, income and expenditure and to assess the financial credibility and feasibility of the existing practices of the institution. A full-time finance officer is appointed by ABE to look after the finances of the institution.

The institution was not carrying out internal financial audits. But from April 2023 ABE introduced Internal audit to be carried out quarterly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes.

Departments and staff are encouraged to organize and attend conferences, workshops. Seminars, public talks etc. As a quality initiative a Research Cell is started in the college in collaboration with All India Social Work Research. Student research is published in an innovative journal called 'intuition' of the college. Eminent academicians and activists have been invited to the college to deliver lectures.

The staff are encouraged to enhance their professional skills and competencies by attending faculty development programs and refresher courses.

Extension activities and community engagement through participation in public events and demonstrations for social causes such as women's empowerment, environmental sustainability, human rights and social justice is a regular feature of the institution.

During the pandemic IQAC has contributed for the distribution of food kits to the students and support staff. Also arranged for vaccination drive.

The IQAC in collaboration with ITC WOW, Eco Club and other associations celebrated the World Environmental Day to inculcate in students of preserving the Environment. The institution also observed the Yoga Day to make students aware about health, hygiene and benefits of yoga.

The IQAC Green Initiatives envisions a 'Green Campus" by promoting environmentally responsible practices and education.

The IQAC also coordinated the ISO certification process and provided necessary guidance and support in the preparation of Self Study Report. As a quality initiative the institution has signed a number of MOU's with organizations and institutions and conducted various activities.

As a result of the efforts of the IQAC, the institution has progressively reviewed its teaching-learning processes, structures, methodologies of operations and learning outcomes.

The IQAC has contributed to initiatives for the improvement of the quality of the institution. The meetings of the IQAC have resulted in the institutionalization of quality practices that have raised the quality of the academic and administrative functions.

Two quality practices initiated to raise the standard of academics in the institution have been the parent-teacher meets and the remedial coaching for academically weaker students. This has helped to improve classroom discipline, attendance, seriousness towards studies and the general behaviour of the students.

The IQAC realized the urgent need to improve academic attendance, regularity and performance of the students enrolled. The institution admits students from socio-economically marginalized communities. Several students face academic challenges or limitations. Several students work part-time to support their families. In such instances, their education would be assigned less priority as compared to the other commitments they are engaged in. In order to counter these challenges and motivate the students towards a better academic performance, the IQAC recommended and oversaw the implementation of remedial classes and parent-teacher meets every semester to ensure personal attention and integral student development.

The learning process has been reformed to include experiential activity-based learning in the form of extension activities, industrial visits, participative learning methodologies such as student presentations, quizzes, co-curricular activity planning and organizing and engaging teaching methods including the use of ICT and exposure to the field and industry. This has helped to enhance motivation levels and diversify the students' learning experiences.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In the last five years, there has been a growing recognition of the importance of fostering gender equity and sensitization within educational institutions. St. Aloysius Degree College has emerged as a beacon of progressive values by implementing a range of initiatives and policies aimed at promoting gender equality and inclusivity on its campus.

One of the cornerstone events at St. Aloysius Degree College is the **annual observance of International Women's Day** and **International girl child day**. These days serves as a platform to celebrate the achievements of women and raise awareness about issues related to gender equality. Through various activities and discussions, students and faculty engage in meaningful dialogues to understand and address the challenges faced by women in society.

Furthermore, the college organizes **awareness programs on menstrual and sexual hygiene**, recognizing the importance of breaking taboos surrounding these topics. By openly discussing menstrual health and sexual hygiene, the college strives to create a more supportive and understanding environment for all individuals.

A significant aspect of promoting gender equity at St. Aloysius Degree College is its collaboration with the **LGBT** community through partnerships with NGOs such as Ondede, Payana, and Sangama. By working together with these organizations, the college fosters a culture of inclusivity and support for **LGBTQ+ individuals.** Through workshops, discussions, and awareness campaigns, the college endeavors to create a safe and accepting space for all members of the community.

In addition to these initiatives, St. Aloysius Degree College has implemented **various policies in favor of women, including the Prevention of Sexual Harassment (POSH) policy, equal opportunity policy, and anti-ragging policy**. These policies not only establish guidelines for maintaining a respectful and safe environment but also ensure that women are afforded equal opportunities and protection against discrimination and harassment.

The college also promotes gender equality in extracurricular activities, such as the National Cadet Corps (NCC), where **equal opportunities** are provided to girls. Additionally, women are encouraged to take on leadership roles within the college, as evidenced by their representation in various associations and committees.

Facilities for women are readily available on campus to ensure their comfort and safety. Women's

restrooms are strategically located throughout the college premises, and women are issued ID cards for easy identification and access to campus facilities. The presence of CCTV cameras further enhances the security measures in place to protect women on campus. Moreover, the availability of sanitary napkins and an incinerator machine demonstrates the college's commitment to addressing the practical needs of women and promoting their overall well-being.

In conclusion, St. Aloysius Degree College stands as a shining example of an institution dedicated to fostering gender equity and sensitization. Through a combination of awareness programs, policy implementation, and inclusive practices, the college creates an environment where all individuals feel valued, respected, and supported regardless of gender or sexual orientation. As we continue to strive for a more just and equitable society, initiatives like those undertaken by St. Aloysius Degree College serve as a blueprint for creating positive change within educational institutions and beyond.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

St. Aloysius Degree College stands as a beacon of inclusive excellence, with a multitude of institutional initiatives designed to foster harmony and understanding across various dimensions of diversity. From cultural festivities to linguistic celebrations, socioeconomic outreach, and constitutional sensitization, the college is committed to nurturing an environment where every individual feels valued, respected, and empowered to contribute positively to society.

The college's calendar is adorned with a plethora of events that celebrate cultural diversity, promote regional and linguistic harmony, address communal socioeconomic issues, and instill a deep understanding of constitutional obligations among students and employees alike.

Firstly, cultural diversity is celebrated through events like Exuberance, Kairose, Lit Fest, Harvest Festival, and intra and inter-college cultural events like Magnifiesta, Agape, Jehoshua, and Shekinah.

These events serve as platforms for students to showcase their talents, share their cultural heritage, and engage in cross-cultural dialogue and exchange. Through music, dance, art, and cuisine, students from diverse backgrounds come together to celebrate their differences and foster a sense of unity and belonging.

Secondly, the college promotes regional and linguistic diversity through initiatives such as the English Literary Fest, spoken English classes, National Symposium on Teaching Language Texts, Kannada Rajyotsava celebration, essay writing competitions, and commemorations like the John Keats' Bicentenary Celebration. These initiatives not only celebrate the richness of regional and linguistic diversity but also provide opportunities for students to hone their language skills, express themselves creatively, and deepen their appreciation for different cultural and literary traditions.

Moreover, St. Aloysius Degree College is deeply committed to addressing communal socioeconomic issues through various outreach programs, free medical camps, rallies, street plays, and awareness programs within and outside the campus. By actively engaging with the community and raising awareness about social issues such as healthcare, education, poverty, and environmental sustainability, the college empowers students to become agents of positive change in society.

Furthermore, the college places a strong emphasis on sensitizing students and employees to their constitutional obligations through events such as candlelight vigils, Independence Day celebrations, Kargil Divas, Republic Day celebrations, Voters Day, Partition Horror Day, Constitution Day, Human Rights Day, and Women's Day. These events serve as reminders of the values, rights, duties, and responsibilities enshrined in the constitution, fostering a sense of civic duty and social responsibility among all members of the college community.

In conclusion, St. Aloysius Degree College's institutional initiatives exemplify its unwavering commitment to creating an inclusive environment where diversity is celebrated, harmony is nurtured, and constitutional values are upheld. Through a wide range of cultural, linguistic, socioeconomic, and constitutional initiatives, the college equips students with the knowledge, skills, and values needed to thrive in an increasingly diverse and interconnected world. By embracing diversity and promoting inclusion, St. Aloysius Degree College continues to inspire its students and employees to become compassionate leaders and active contributors to a more just and equitable society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice - 1

 BLOOD DONATION

OBJECTIVES:

1. To provide essential blood supplies for burnt victims of domestic violence admitted to Victoria Government Hospital.
2. To promote a culture of altruism and community service among students from low socio-economic backgrounds.
3. To ensure the safety and well-being of students during the blood donation process.
4. To foster collaboration with NGOs for the betterment of society.

CONTEXT:

St. Aloysius Degree College recognizes the critical need for blood donations to support burn victims of domestic violence, particularly those from marginalized communities. St. Aloysius Degree College, cognizant of its role in fostering social responsibility and community engagement among its student body, has established the annual blood donation drive as a cornerstone of its philanthropic efforts. The primary objectives of this initiative are manifold. Firstly, it aims to cultivate a culture of altruism and empathy by promoting awareness about the critical importance of blood donation among students, many of whom hail from low socio-economic backgrounds. Secondly, it seeks to provide students with a tangible opportunity to contribute meaningfully to society and potentially save lives, particularly those of burn victims of domestic violence receiving treatment at Victoria Government Hospital in Bengaluru.

PRACTICE:

The blood donation drive is conducted annually in collaboration with NGO Aweksha. Prior to the event, students are informed and provided with an orientation on the importance of blood donation and the donation process. On the day of donation, vital signs of each student are checked to ensure eligibility and safety. Following successful donations, a certificate of appreciation is awarded to the college by the organization.

EVIDENCE OF SUCCESS:

1. Increased participation and willingness among students to donate blood, demonstrating a growing culture of altruism and community service.
2. Positive feedback from Victoria Government Hospital on the impact of donated blood in supporting burn victims, indicating the effectiveness of the initiative.
3. Recognition and appreciation from the NGO Aweksha in the form of a certificate, affirming the college's contribution to the community.

PROBLEMS ENCOUNTERED:

1. Reluctance or fear among some students to donate blood due to misconceptions or apprehensions about the process.

2. Logistical challenges in organizing the event, including scheduling, coordination with the NGO, and ensuring adequate resources for health check-ups.

RESOURCES REQUIRED:

1. Collaboration with NGO Aweksha for logistical support and coordination.
2. Venue for conducting the blood donation drive.
3. Medical professionals to conduct health check-ups and oversee the donation process.
4. Blood donation equipment and supplies.
5. Educational materials and resources for student orientation.

Best Practice - 2

ALOYSIAN FOR OTHERS – SOCIAL CONCERN

OBJECTIVES:

1. To advocate for justice and rights for marginalized communities through participation in rallies, protests, and documentary screenings.
2. To provide outreach and support to vulnerable populations, including the blind, destitute, elderly, and people with disabilities.
3. To promote inclusivity and support for LGBTQ+ individuals through partnerships with relevant NGOs and awareness campaigns.
4. To instill patriotism, citizenship values, and environmental awareness among students.
5. To address social issues such as healthcare, human rights, women's empowerment, and substance abuse through various initiatives and awareness sessions.

CONTEXT:

St. Aloysius Degree College operates within a socio-cultural context marked by diverse societal challenges and opportunities. Situated within a vibrant community, the college recognizes its responsibility to address pressing social issues and contribute positively to the lives of people. Informed by its Aloysian values of service, justice, and solidarity, the college embraces a holistic approach to social engagement, encompassing advocacy, outreach, healthcare, inclusivity, patriotism, welfare, human rights, women's empowerment, and environmental stewardship.

PRACTICE:

The college's commitment to social concern and responsibility is operationalized through a wide array of practices.

1. *Outreach and support programs:* The college seeks to engage with marginalized communities by visiting institutions for the blind, destitutes, old age homes, and homes for people with disabilities, providing provisions, food drives during emergencies like COVID-19, and extending support to poor students and staff.

1. ***Healthcare services:*** By organizing blood donation drives for burn victims at Victoria Government Hospital, conducting free medical camps for slum dwellers, and offering free eye camps, the college contributes to improving the health and well-being of both the community and its students.

2. ***Inclusivity and support for LGBTQ+ individuals:*** Through partnerships with NGOs, workshops, discussions, and awareness campaigns, the college fosters a culture of inclusivity and support for LGBTQ+ individuals.

3. ***Patriotism and citizenship:*** By observing various national and international events such as Independence Day, Republic Day, Kargil Diwas, International Yoga Day, and others, the college aims to instill patriotism and citizenship values among its students.

4. ***Promotion of human rights values:*** Through seminars, workshops, rallies, competitions, and collaborations with like-minded organizations, the college enhances awareness and understanding of human rights issues.

5. ***Empowerment of women:*** Through observations of Women's Day and Girl Child Day, along with public awareness campaigns, the college endeavors to enhance the welfare and rights of women.

EVIDENCE OF SUCCESS:

1. Tangible outcomes such as improved access to provisions, healthcare, and support for vulnerable populations.
2. Increased awareness and understanding of social issues among students and community members.
3. Positive feedback and recognition from partner organizations and beneficiaries, indicating the effectiveness and impact of the initiatives.

PROBLEMS ENCOUNTERED:

1. Resistance or opposition to advocacy efforts from certain segments of society.
2. Logistical challenges in organizing events and activities, particularly in rural areas.
3. Limited resources and capacity constraints, affecting the scale and sustainability of initiatives.
4. Societal prejudices and stigma against marginalized groups, hindering inclusivity and support efforts.
5. Legal and regulatory constraints impacting advocacy activities and outreach efforts.

RESOURCES REQUIRED:

1. Financial support for outreach programs, healthcare services, and awareness campaigns.
2. Partnerships with NGOs and community organizations for collaboration and support.
3. Dedicated staff and volunteers to coordinate activities and engage with stakeholders.
4. Facilities and equipment for healthcare services, events, and awareness sessions.
5. Educational materials and resources for workshops, seminars, and awareness campaigns.

Overall, St. Aloysius Degree College's best practices in blood donation drives and social concern initiatives demonstrate its commitment to serving the community and fostering positive social change. Despite challenges encountered, the college continues to make significant contributions to the welfare and well-being of society, guided by its values of compassion, solidarity, and social responsibility.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

ST. ALOYSIUS DEGREE COLLEGE: A BEACON OF HOPE FOR FIRST-GENERATION LEARNERS

Education is often hailed as the great equalizer, a beacon of hope that illuminates paths to success regardless of one's background. However, for first-generation learners, those who are the first in their families to pursue higher education, the journey can be daunting, fraught with obstacles both tangible and intangible. In the pursuit of fostering inclusivity and empowerment, St. Aloysius Degree College stands out with its unwavering commitment to prioritizing the holistic development of these pioneering students.

At the heart of St. Aloysius Degree College's ethos lies a profound dedication to providing quality education to all, irrespective of their socio-economic status or familial background. With approximately 50% of its student body composed of first-generation learners, the institution recognizes the unique challenges these individuals face and endeavors to provide them with the necessary support systems to thrive academically, personally, and professionally. the following areas vivdly reveal the ways the first generation learners are enhanced to be good individuals and responsible citizens for the country.

Quality Education:

Central to the college's approach is the provision of quality education that transcends mere dissemination of information. It encompasses a pedagogical philosophy that emphasizes critical thinking, creativity, and experiential learning. Through a meticulously crafted curriculum delivered by dedicated faculty members, students are equipped with the knowledge and skills needed to navigate an increasingly complex world.

Constant Accompaniment through Mentoring:

At St. Aloysius Degree College, education is not limited to the transmission of academic knowledge; it encompasses the holistic development of each student. Recognizing the multifaceted challenges faced by individuals, especially first-generation learners, the institution places a strong emphasis on providing continuous support through mentoring programs.

The mentoring initiatives at St. Aloysius Degree College are designed to address the diverse needs of students and facilitate their personal and emotional growth. Trained mentors offer a safe and supportive environment where students can freely express their concerns, fears, and aspirations. Through individual sessions or group discussions, students are encouraged to explore and understand their emotions, develop coping mechanisms, and build resilience in the face of adversity. Emotional well-being is prioritized as a cornerstone of student success. The college acknowledges that the journey through higher education can be fraught with challenges, including academic pressure, social expectations, and personal dilemmas. Therefore, fostering a positive and supportive atmosphere is integral to ensuring that students feel empowered to overcome obstacles and achieve their full potential. Many first-generation learners may lack the self-assurance necessary to navigate unfamiliar academic and social environments. Through personalized guidance and encouragement, mentors help students recognize their strengths, talents, and capabilities. By instilling a sense of belief in themselves, students are better equipped to face challenges with courage and determination.

Relentless support through Counselling

Guidance is provided not only in academic matters but also in broader life choices and career decisions. Mentors offer insights, advice, and resources to help students explore their interests, set achievable goals, and chart a path towards their desired futures. Whether it's choosing a major, applying for internships, or planning for further education, students receive personalized support tailored to their individual aspirations and circumstances. Furthermore, the counseling programs extend beyond the college years, preparing students for the challenges they may encounter in their professional and personal lives. By fostering self-awareness, emotional intelligence, and interpersonal skills, students develop a strong foundation for lifelong learning and personal growth.

Cultural and Sports Performance:

Moreover, the college recognizes the significance of extracurricular activities in fostering personal growth and cultivating well-rounded individuals. Students are encouraged to participate in cultural and sports performances at intra, inter, and university levels. These platforms not only serve as avenues for self-expression and skill development but also foster a sense of camaraderie and belonging among students.

Value Education and Character Enhancement:

In addition to academic and extracurricular pursuits, St. Aloysius Degree College places a strong emphasis on value education and character enhancement. Through practices such as yoga and meditation, students are encouraged to cultivate inner strength, resilience, and a sense of purpose. These holistic approaches not only contribute to their personal development but also equip them with the moral compass needed to navigate the complexities of the modern world.

Best Teacher-Student Relationship:

Crucially, the college fosters a nurturing and supportive environment characterized by strong teacher-student relationships. Faculty members serve not only as educators but also as mentors, offering guidance, encouragement, and support to students throughout their academic journey. This personalized approach ensures that each student feels valued, understood, and empowered to reach their full potential. Various programs are initiated by the principal and management of St. Aloysius Degree College that

serve as pillars of support, guiding students through their educational journey and empowering them to become confident, resilient, and compassionate individuals.

Encouraging Academic Excellence:

Furthermore, St. Aloysius Degree College celebrates academic excellence and endeavors to recognize and reward outstanding achievements. The institution awards the Best Aloysius Award to academically exceptional students, acknowledging their hard work and dedication. Additionally, cash awards are bestowed upon the best students from each academic stream, serving as incentives for continued excellence.

Fees Concession and Mid-Day Meals:

Importantly, the college remains committed to promoting inclusivity and accessibility by offering fee concessions and providing mid-day meals for economically weaker students. These initiatives ensure that financial constraints do not serve as barriers to education, enabling all students to pursue their academic aspirations irrespective of their financial circumstances.

St. Aloysius Degree College's steadfast commitment to empowering first-generation learners sets it apart as a beacon of hope and opportunity in the realm of higher education. By providing quality education, holistic support, and fostering a nurturing environment, the institution equips its students with the tools and confidence needed to transcend barriers and realize their full potential. In doing so, it not only transforms individual lives but also contributes to the collective advancement of society as a whole.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

St. Aloysius Degree College stands as a beacon of progressive education, committed to enriching the academic experience and nurturing socially responsible individuals. Embracing innovation and community engagement, our institution spearheads initiatives that transcend traditional boundaries. Through dynamic outreach programs and impactful events, such as marathons and festivals, we advocate for pressing social causes including environmental sustainability, human rights, and communal harmony. These endeavors not only augment academic learning but also foster a culture of empathy and civic responsibility among our students.

At the heart of our educational approach lies a steadfast commitment to student-centered learning. We empower learners to explore their full potential by providing diverse platforms for talent showcase and leadership development. Our faculty, champions of innovative pedagogy, cultivates active student engagement both within and beyond the classroom, ensuring a holistic growth environment.

Aligned with our pursuit of excellence, St. Aloysius Degree College continually evolves across academic, administrative, and managerial domains. We prioritize quality in education and administration, leveraging cutting-edge technology and progressive practices to drive institutional growth and academic distinction. Moreover, our deep-rooted partnerships with the community underscore our dedication to shaping socially conscious individuals.

Concluding Remarks :

Over the years, St. Aloysius Degree College has emerged as a trailblazer in academic excellence and holistic development. Our unwavering commitment to our core values has laid a strong foundation for continued progress and innovation. As we navigate the evolving educational landscape, our institution remains agile and responsive, continually refining our strategies to uphold our mission. With a focus on student-centric practices and staff well-being, we foster an inclusive environment conducive to learning and growth. The expansion of our Centre for Postgraduate Studies reflects our dedication to accessibility and diversity, particularly for marginalized communities. As we embark on the next phase of our journey,

St. Aloysius Degree College reaffirms its pledge to uphold the highest standards of academic excellence and social responsibility. Our enduring legacy of excellence and service will continue to inspire and transform lives, shaping a brighter future for generations to come.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 23 Answer After DVV Verification :06
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
212	123	225	271	308

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110	19	20	260	75

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 274 Answer after DVV Verification: 271 Remark : Input edited from supporting documents provided for clarification.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
166	177	121	149	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
165	176	122	149	115

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	330

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	330

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	12	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	11	08	08

Remark : As there is not program of B.Lib.Sc and B.P.Ed., Librarian and Physical Education's Asst. Professor will not be considered, Experience of teacher less than 10 months, will not be considered. Hence, input edited accordingly as per the number of full time teachers with NET/SET/SLET/Ph. D. from data template.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.00	1.28	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.28	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	6	15	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	08	03	06	05

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	1	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	01	01	0

Remark : Input edited as per the research papers published per teacher in the Journals notified on UGC care list and calendar year.

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

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

Answer before DVV Verification:

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

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| 9 | 3 | 4 | 7 | 2 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	03	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	18	14	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	05	06	09	15

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

Answer before DVV Verification : 21
Answer After DVV Verification :12

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14.03	19.89	1.53	1.13	14.36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.03	4.79	1.52	1.12	14.36

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 124

Answer after DVV Verification: 97

Remark : Input edited as per the computers available for students usage only.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102.1	43.73	52.62	80.02	86.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95.82	47.73	34.80	47.27	58.09

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	67	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	67	77

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	17	27	16	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	16	27	18	42

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	119	115	120	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
107	91	106	103	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	32	0	55	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	02	04

Remark : Collegiate level activities will not be considered, Hence input edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
82	49	4	67	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	18	02	13	12

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	0	9	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	02	06

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	13	13	19	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	04	02	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	10	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	369	338

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
443	402	349	264	115

2.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**
Answer before DVV Verification : 59
Answer after DVV Verification : 49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	30	30	29	26

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	28	27	24

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
94.27	86.57	58.36	61.84	176.88

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96.95	86.57	58.36	104.71	177.25