



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ANDHRA LOYOLA COLLEGE

D.NO.54-16-14, GOVERNMENT POLYTECHNIC POST
520008

www.andhraloyolacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Andhra Loyola College, established in 1954, is managed by the Loyola College Society, Guntur-Vijayawada. This institution is guided by the Jesuits, members of an international religious order known as the Society of Jesus, founded by St. Ignatius of Loyola. The Jesuits, inspired by their founder's vision of serving God and humanity, aim to form individuals of competence, conscience, and compassionate commitment. The college's foundation was laid by Bishop Ignatius Mummadi in 1945, with significant support from local leaders and the Jesuit community. In 1953, the Loyola College Society was registered, and the foundation stone for the college was laid in December 1953 by Andhra Pradesh's first Governor, Sri C. M. Trivedi.

Andhra Loyola College stands out for its commitment to Jesuit education, emphasizing integral and total formation, personal care, value orientation, faith formation, and concern for justice. The Ignatian Pedagogical Paradigm (IPP) is implemented to incorporate these values in classroom teaching, focusing on context, experience, reflection, action, and evaluation. The college promotes holistic development through extensive co-curricular activities, including sports and cultural programs. It fosters values of discipline, hard work, cooperation, and inter-religious understanding. The institution is cosmopolitan and secular, welcoming students from diverse backgrounds, including those from the North-East and Tibetan refugees. Residential facilities are a hallmark, with four hostels supporting students, especially from rural areas, ensuring their academic and personal growth. The college's administration emphasizes co-responsibility and participative decision-making, involving staff, students, and parents in governance.

The alumni play a significant role in the college's development, exemplified by projects like the Fr. Devaiah Memorial Auditorium and a school for underprivileged children. Kaladarshini, an institute of fine arts, further integrates culture with academics, enhancing the overall educational experience.

Andhra Loyola College has consistently achieved high accreditation standards, reflecting its dedication to excellence in education and holistic student development.

Vision

Andhra Loyola College effectively fulfills its vision of imparting higher education with integral formation involving academic excellence, social commitment, and value-based leadership through various strategic initiatives and programs.

Academic Excellence: The college demonstrates a strong commitment to academic excellence by continuously updating its curriculum to align with contemporary standards and industry needs. The institution's implementation of the National Education Policy (NEP) 2020, which includes Outcome-Based Education (OBE) and the integration of online courses from platforms like Coursera and NPTEL, further exemplifies its dedication to enhancing the quality of education.

Social Commitment: Andhra Loyola College's social commitment is evident through its extensive community engagement programs. The institution organizes various outreach activities, under its designated extension programs, ALERT, ALANA and YESJ. These efforts not only foster a sense of social responsibility among

students but also contribute significantly to community welfare.

Value-Based Leadership: The college instils value-based leadership through its emphasis on holistic development and ethical education. Courses in human values and professional ethics are integral to the curriculum, preparing students to lead with integrity in their professional and personal lives. Additionally, the mentorship programs provide personalized guidance, addressing both academic and psychological needs, thus nurturing well-rounded individuals capable of leading with compassion and competence.

Participation and Governance: The institution promotes a culture of participative management and decentralized governance, involving faculty and students in decision-making processes. Regular meetings of various committees and councils ensure that all stakeholders contribute to the planning and execution of institutional activities, fostering a collaborative environment that supports sustained growth and development.

Holistic Education: The integration of cross-cutting issues like environmental sustainability, gender equity, and professional ethics into the curriculum ensures that students receive a comprehensive education that prepares them to address global challenges. The institution's focus on experiential and participative learning, through industrial visits, field trips, and workshops, enhances the practical skills and critical thinking abilities of students.

These efforts of the College ensures that graduates are not only academically proficient but also socially responsible and value-driven leaders.

Mission

Andhra Loyola College (ALC) demonstrates its commitment to its mission of forming "men and women for others" and moulding them as global citizens with competence, conscience, and compassionate commitment, particularly towards marginalized students, through various comprehensive initiatives and programs.

Competence and Academic Excellence: ALC ensures academic excellence by continually updating its curriculum to meet contemporary standards and industry needs. The College ensures that students receive an education that is both current and relevant, preparing them for global citizenship.

Conscience and Social Responsibility: ALC fosters a deep sense of social responsibility and conscience among its students through its extensive community engagement and outreach programs. The Andhra Loyola Extension Service for Rural Transformation (ALERT) operates with strategies like Locality Development, Social Planning, and Social Action, enabling students to engage directly with local communities, use technical skills for data collection and planning, and empower marginalized groups. Programs like ALANA (Andhra Loyola Assistance for Neighborhood Advancement) extend this engagement to urban areas, offering supplementary education to underprivileged children and addressing the immediate needs of the destitute through the ALANA – MANNA program.

Compassionate Commitment to Marginalized Communities: ALC's mission is particularly evident in its support for marginalized communities. The college offers financial aid and scholarships to students from disadvantaged backgrounds to ensure equal access to education. Specific initiatives like the YESJ provide platforms for students from various socio-economic backgrounds to connect, collaborate, and support each other.

Inclusivity and Diversity:

The institution promotes an inclusive environment by celebrating cultural, regional, linguistic, and religious diversity. Events like Ethnic Day, Global English Fest, and Hindi Diwas highlight cultural heritage and linguistic diversity, while the provision of prayer spaces and interfaith activities foster religious inclusivity. Furthermore, programs like HEPSN show ALC's commitment to supporting differently-abled students and ensuring their full integration into the campus community.

Through these and several other initiatives, ALC not only meets but also exemplifies its mission of forming competent, conscientious, and compassionate global citizens, with a particular focus on marginalized students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**Institutional Strength**

The **Internal Quality Assurance Cell (IQAC)** of the College conducted a SWOT Analysis of the College.

Strengths:

- Its zealous commitment and renowned contribution to the cause of Higher Education for the last 60 years
- The reputation and good will it has in public
- Quality and commitment of the faculty
- 98 acres of own land in the name of the Society which runs the College
- A built-up area of 4.50 lakh sft
- Autonomous College since 1988
- College recognized as a College with Potential for Excellence
- Quality of Instruction
- Program Offerings
- Semester System with Choice Based Credit System
- Student Centeredness
- Student Support Services
- Leadership of the Management
- Continuous Internal Assessment
- Decentralization of Administration
- Financial Management
- Demonstrative, ingenuous and supportive alumni

Institutional Weakness

- Ban on recruitment for Govt. grant-in-aid vacancies.
- Inadequate ability and motivation of students getting enrolled for general education with the mushrooming up of engineering colleges in the State.
- Consultancy Services
- Amplified employability of the students
- Patents

- Collaborations with industry and other premier institutes

Institutional Opportunity

- Introduction of New Postgraduate Programme.
- Workforce needs (capitalize on workforce demands for emerging industry programs; trained/skilled workers by existing/ incoming industries/companies)
- Scope for increased enrolment leading to enhanced Internal Revenue Generation.
- Technology (introduction of new technologies in teaching-learning process)
- Dual specializations
- Increasing the scope of the present Continuous Learning Center to promote the access to drop-outs and to enhance life-long learning of the general public.
- Earning of extra credits in employability courses
- Partnerships with industry

Institutional Challenge

- Funding reductions
- From curricular point of view misalignment of higher secondary education with collegiate education.
- Student/citizen issues (poor preparation; illiteracy)
- Competition from other higher education institutions
- Faculty Retention
- Prevailing capricious Political Situation

Priorities 1: Andhra Loyola College should immediately address the following issues

- To fill up the gaps in the technology usage (augmentation of digital classrooms / effective usage of education technology)
- Professional training of the faculty
- Technical skill development programmes for the students
- Furthering the coordination of the curriculum with employment opportunities
- Improving interaction with the industry
- Enhancement of research and consultancy activities

• **Priorities 2:** Andhra Loyola College should preserve the following at all costs

- Existing College Culture
- Quality instruction
- Focus on community needs
- Mission and Values
- Small size classes

• **Priorities 3:** What future direction or decision should Andhra Loyola College avoid at all costs?

- Neglecting faculty quality
- Neglecting its own values
- Financial issues - Wasting funding; Reducing funding
- Missing opportunities to get diversified in Higher Education
- Resource generation

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Competitive Factors 1: What does Andhra Loyola College do better than other institutions of higher education in the area?

- Diversified Programmes of study
- Infrastructural facilities
- Focusing on students learning outcomes
- Student Support Services
- Community Services

• **Competitive Factors 2:** What do other institutions of higher education in the area do better than Andhra Loyola College?

- Financial Resources

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ALC evaluates the design and delivery of the curriculum, ensuring it meets the educational needs of students and aligns with the institution's mission and goals. This criterion assesses how effectively the curriculum is developed, updated, and implemented to foster academic excellence and holistic development.

Key Areas of Evaluation

Curriculum Design and Development:

- Alignment of curriculum with institutional goals and objectives.
- Inclusion of feedback from stakeholders in curriculum development.
- Integration of interdisciplinary and multidisciplinary approaches.

Academic Flexibility:

- Availability of elective options and flexibility in course choices.
- Opportunities for students to do interdisciplinary courses.
- Adaptability of the curriculum to cater to diverse student interests and career goals.

Curriculum Enrichment:

- Incorporation of contemporary topics, emerging trends, and industry-relevant skills.
- Inclusion of value-added courses, field projects, internships, and practical training.
- Emphasis on soft skills, ethical values, and environmental sustainability.

Feedback System:

- Regular collection and analysis of feedback from stakeholders.

Teaching and Learning Processes:

- Integration of ICT tools and digital resources to enhance learning.
- Support for experiential learning.

Evaluation of Learning Outcomes:

- Clear definition and measurement of program-specific outcomes and course outcomes.

Strengths

- Well-defined curriculum aligned with institutional goals and responsive to stakeholder feedback.
- Flexibility in academic programs allowing students to tailor their educational experiences.
- Effective feedback mechanisms for continuous curriculum improvement.
- Adoption of innovative teaching methods and extensive use of ICT tools.

Areas for Improvement

- Enhance interdisciplinary and multidisciplinary course offerings to broaden student perspectives.
- Increase engagement with industry experts for curriculum development and updates.
- Expand opportunities for internships, field projects, and hands-on training.
- Improve training programs for faculty on the latest teaching methodologies and curriculum design.

ALC demonstrates a strong commitment to delivering a dynamic and relevant curriculum that supports academic excellence and holistic student development. Through continuous stakeholder engagement, innovative teaching practices, and a focus on practical learning experiences, the curriculum is designed to meet the evolving needs of students and the industry. The commitment to curricular excellence is a cornerstone of the institution's success and reputation.

Teaching-learning and Evaluation

The College is committed for the effectiveness and quality of teaching, the learning experiences of students, and the robustness of the evaluation mechanisms.

Key Areas of Evaluation

Student Enrolment and Profile:

- Diversity and inclusiveness in student enrolment.
- Adherence to reservation policies and support for differently-abled students.
- Effective measures for student retention and minimizing drop-out rates.

Catering to Student Diversity:

- Strategies to address the varied academic needs of students.
- Special programs and support for slow learners and advanced learners.

Teaching-Learning Process:

- Adoption of learner-centric pedagogy and interactive teaching methods.
- Use of ICT (Information and Communication Technology) tools and e-learning resources.
- Continuous professional development of faculty through training and workshops.

Teacher Quality:

- Faculty participation in seminars, conferences, and research activities.
- Recognition and rewards for outstanding teaching performance.
- Promotion of Research among the Faculty

Evaluation Process and Reforms:

- Transparency and robustness of the evaluation and assessment processes.
- Mechanisms for addressing grievances related to evaluations.

Student Performance and Learning Outcomes:

- Monitoring of student performance through CIA and SEE assessments.
- Awareness of program-specific outcomes and course outcomes to students.

Student Satisfaction Survey:

- Regular collection and analysis of student feedback on the curriculum.
- Implementation of improvements based on feedback.

Strengths

- Effective teaching strategies catering to different learning needs.
- Extensive use of ICT and e-learning resources enhancing the teaching-learning process.
- Transparent and comprehensive evaluation methods ensuring fair assessment.

Areas for Improvement

- Increase opportunities for faculty to engage in interdisciplinary research and collaborative teaching.
- Regular updates to the curriculum to keep pace with industry trends and technological advancements.
- Strengthen feedback loops to ensure timely implementation of improvements based on student feedback.

- Expand training for faculty in the latest pedagogical methods and ICT tools.

ALC showcases a strong commitment to providing high-quality teaching, a conducive learning environment, and a fair and transparent evaluation system. By addressing the identified areas for improvement, the institution can further enhance its teaching-learning processes, ensuring that students receive an education that is both holistic and aligned with current academic and industry standards.

Research, Innovations and Extension

ALC promotes a culture of research, promote innovation, and engage in extension activities that benefit society.

Key Areas of Evaluation

Research Promotion and Facilities:

- Availability of research facilities, laboratories, and resources.
- Institutional policies to promote research activities among faculty and students.

Research Publications and Output:

- Number and quality of research papers published in reputed journals.
- Significant research contributions by faculty and students.

Innovation Ecosystem:

- Infrastructure and support for innovation and entrepreneurship.
- Collaboration with industry and other academic institutions for research and innovation.

Consultancy Services:

- Provision of consultancy services by faculty.

Extension Activities and Outreach Programs:

- Community engagement initiatives and extension activities like ALANA, ALERT and MANNA. YESJ
- NSS, NCC and other social outreach programs.
- Impact of extension activities on community development and societal betterment.

Collaborations and Linkages:

- Collaborations for research and academic exchange.
- MOUs with industry, academia, and research organizations.

Intellectual Property Rights (IPR) and Patents:

- Support and guidance for filing patents and protecting intellectual property.
- Workshops and seminars on IPR awareness and patenting process.

Strengths

- Strong research culture supported by well-equipped laboratories and facilities.
- Significant number of research publications in high-impact journals.
- Extensive extension activities and outreach programs enhancing community engagement.

Areas for Improvement

- Need to increase the quantum and diversity of research funding from external sources.
- Productive consultancy services contributing to revenue and societal impact are to be improved
- Encourage interdisciplinary research and collaborations across different departments.
- Expand outreach of extension activities to cover a broader section of society.
- Improve training and support for faculty and students in IPR and patenting processes.

ALC demonstrates a robust framework for research, innovation, and extension activities, contributing significantly to academic excellence and societal development. With well-established research facilities, a innovation ecosystem, and active community engagement, ALC is well-positioned to achieve its research and extension goals. Addressing areas for improvement will further enhance its research output, innovation capabilities, and societal impact, solidifying its reputation as a center of academic and research excellence.

Infrastructure and Learning Resources

ALCensures that it provides a conducive environment for teaching, learning, and research through well-maintained infrastructure and accessible learning resources.

Key Areas of Evaluation**Physical Facilities:**

- Adequacy and quality of classrooms, laboratories, and seminar halls.
- Availability of specialized facilities for research, sports, and extracurricular activities.
- Maintenance and upgradation of infrastructure to meet academic needs.

Library as a Learning Resource:

- Availability of a well-stocked library with a variety of books, journals, and digital resources.
- Accessibility of library resources to students and faculty.
- Implementation of digital library services and e-resources.

IT Infrastructure:

- Availability and adequacy of computers, internet connectivity, and IT-enabled services.
- Maintenance and upgradation of IT infrastructure to support academic and administrative functions.

Maintenance of Campus Infrastructure:

- Regular maintenance and upkeep of physical and IT infrastructure.

- Systems for addressing infrastructure-related grievances and issues.
- Budget allocation for infrastructure maintenance and enhancement.

Student Support Facilities:

- Availability of hostels, healthcare, counseling, and legal advisory facilities.
- Accessibility and inclusivity of facilities for differently-abled students.
- Support services such as canteens and security.

Strengths

- Adequate and well-maintained physical infrastructure supporting academic and research activities.
- Comprehensive library resources with a wide range of physical and digital materials.
- Robust IT infrastructure with sufficient computers and internet connectivity.
- Well-equipped student support facilities promoting holistic development and well-being.

Areas for Improvement

- Enhance the accessibility and user-friendliness of digital library services and e-resources.
- Increase the number of specialized research facilities to support advanced studies.
- Strengthen IT infrastructure to keep pace with technological advancements and increased usage.
- Expand and modernize student residential facilities.
- Improve infrastructure maintenance response times and systems for addressing grievances.

ALC demonstrates a strong commitment to providing excellent infrastructure and learning resources, creating an environment conducive to teaching, learning, and research. With well-maintained physical facilities, a comprehensive library, and robust IT infrastructure, the institution ensures that students and faculty have access to the resources they need for academic success. By addressing the identified areas for improvement, the institution can further enhance its infrastructure and support services, ensuring a high-quality educational experience for all stakeholders. This commitment to maintaining and upgrading infrastructure is essential for sustaining academic excellence and fostering innovation

Student Support and Progression

This is a crucial criterion in the NAAC process. It focuses on evaluating the mechanisms and services provided by the institution to support students throughout their academic journey, ensuring their holistic development and successful progression.

Key Areas of Evaluation

Student Mentoring and Support:

- Availability of academic, career, and personal counseling services.
- Provision of remedial classes and bridge courses for slow learners.
- Assistance to advanced learners to strength their knowledge

Financial Assistance and Scholarships:

- Financial aid schemes available for students.
- Transparency in the disbursement of financial support.
- Efforts to support economically and socially disadvantaged students.

Capacity Building and Skills Enhancement:

- Soft skills, language, and communication skill development programs.
- Counseling for competitive exams and career-oriented programs.
- Workshops, seminars, and guest lectures for allround development.

Career Guidance and Placement Services:

- Dedicated placement cell and career counseling services.
- Industry tie-ups and campus recruitment drives.

Student Participation and Activities:

- Encouragement of student participation in extracurricular activities.
- Sports, cultural, and technical events organized by the institution.
- Support for students in participating at different level competitions.

Grievance Redressal Mechanism:

- Presence of a structured grievance redressal system.
- Measures to handle complaints related to academic, administrative, and personal issues.

Alumni Engagement:

- Active and engaged alumni network.
- Alumni contribution in terms of donations, and infrastructure development.
- Regular alumni meets and their involvement in institutional growth.

Strengths

- Comprehensive mentoring system.
- Effective scholarship programs.
- Robust career guidance and placement cell
- Active student participation in extracurricular activities.
- Strong alumni network contributing significantly to the institution's development.

Areas for Improvement

- Need for enhanced tracking of student progression and outcomes post-graduation.
- Increase in the number of industry partnerships for better placement opportunities.
- Strengthening of the grievance redressal mechanism.
- Expansion of financial assistance programs to cover more students from diverse backgrounds.

ALC demonstrates a strong commitment to student support and progression through a variety of programs and

services. While there are significant strengths, particularly in mentoring, career guidance, and alumni engagement, there is room for improvement in areas like tracking student outcomes and enhancing industry partnerships. By addressing these areas, the institution can further ensure the holistic development and successful progression of its students, contributing to its overall mission and vision.

Governance, Leadership and Management

ALC ensures that the institution is well-governed, effectively managed, and capable of achieving its mission and goals through strategic planning and efficient resource utilization.

Key Areas of Evaluation

Institutional Vision and Leadership:

- Clarity and articulation of the institution's vision, mission, and goals.
- Role of leadership in fostering a culture of excellence and innovation.

Strategy Development and Deployment:

- Formulation and implementation of strategic plans.
- Mechanisms for regular review and updating of strategic goals.

Organizational Structure:

- Clearly defined organizational hierarchy and roles.
- Efficient administrative and governance mechanisms.
- Decentralization and delegation of authority for effective decision-making.

Faculty Empowerment Strategies:

- Policies and practices for faculty recruitment, retention, and development.
- Opportunities for faculty to engage in professional development and research.
- Recognition and reward systems for faculty achievements.

Financial Management and Resource Mobilization:

- Transparent and accountable financial management practices.
- Efficient allocation and utilization of financial resources.

Internal Quality Assurance System (IQAS):

- Establishment and functioning of the Internal Quality Assurance Cell (IQAC).
- Regular internal audits and quality assurance processes.

Institutional Values and Social Responsibilities:

- Promotion of ethical values, inclusivity, and social responsibility.

- Engagement in community service and extension activities.

Strengths

- Clear and inspiring vision and leadership driving institutional excellence.
- Comprehensive strategic planning and regular review mechanisms.
- Well-defined organizational structure facilitating effective governance.
- Strong faculty empowerment strategies, including professional development and recognition.
- Transparent financial management ensuring efficient resource utilization.
- Robust internal quality assurance system promoting continuous improvement.

Areas for Improvement

- Increase opportunities for faculty and staff to participate in governance and administrative roles.
- Expand internal quality assurance mechanisms to cover all aspects of institutional functioning.
- Develop more comprehensive training programs for administrative and support staff.

ALC exhibits strong governance, leadership, and management practices that contribute significantly to its mission of academic excellence and holistic development. The leadership's commitment to strategic planning, transparent financial management, and continuous quality improvement ensures that the institution is well-positioned to meet current and future challenges. By addressing the identified areas for improvement, ALC can further strengthen its governance and management framework, ensuring sustained growth and development. This dedication to effective governance and leadership is pivotal to the institution's success and long-term sustainability.

Institutional Values and Best Practices

ALC is committed for promoting ethical values, inclusivity, environmental sustainability, and social responsibilities. This criterion assesses the implementation of best practices that foster a holistic and value-driven education environment, ensuring the institution's positive impact on society.

Key Areas of Evaluation

Institutional Values and Social Responsibilities:

- Promotion of ethical values and professional integrity among students and staff.
- Initiatives to instill a sense of social responsibility and community service.
- Activities promoting gender equity, inclusivity, and human values.

Environmental Consciousness and Sustainability:

- Implementation of green practices and sustainable campus initiatives.
- Waste management, water conservation, and energy-saving measures.
- Environmental awareness programs and eco-friendly infrastructure.

Best Practices:

- Identification and documentation of innovative and effective practices in various institutional activities.
- Impact assessment of these practices on academic and administrative functions.
- Sharing of best practices within and outside the institution to promote a culture of excellence.

Institutional Distinctiveness:

- Unique features and strengths of the institution that distinguish it from others.
- Contributions to the local community, industry, and society at large.

Strengths

- Strong emphasis on ethical values, social responsibility, and community service.
- Comprehensive gender equity and inclusivity programs fostering a supportive environment.
- Effective implementation of green practices and sustainable initiatives on campus.
- Innovative best practices contributing to enhanced academic and administrative efficiency.
- Unique institutional features and achievements demonstrating distinctiveness and societal impact.

Areas for Improvement

- Enhance the scope and reach of community service programs to involve a larger section of students and staff.
- Increase awareness and training programs on environmental sustainability for all stakeholders.
- Expand initiatives promoting inclusivity to cover more diverse groups and needs.
- Strengthen partnerships with local communities and industries to enhance institutional distinctiveness.

ALC exhibits a strong commitment to institutional values and best practices, promoting a culture of ethical behavior, social responsibility, and environmental sustainability. Through innovative practices and a focus on inclusivity, the institution creates a nurturing and holistic educational environment. By addressing the identified areas for improvement, the institution can further enhance its value-driven initiatives and best practices, ensuring a broader and more profound impact on students, staff, and the wider community. This dedication to institutional values and continuous improvement underscores the institution's role as a leader in fostering holistic development and societal betterment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANDHRA LOYOLA COLLEGE
Address	D.No.54-16-14, GOVERNMENT POLYTECHNIC POST
City	VIJAYAWADA
State	Andhra Pradesh
Pin	520008
Website	www.andhraloyolacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G A P Kishore Sj	0866-2476082	9440136838	0866-247453 1	contactalc@gmail.com
IQAC / CIQA coordinator	P V S Sairam	0866-2482792	9059570909	0866-247453 1	alcqac2023@andhraloyolacollege.ac.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate compressed.pdf
If Yes, Specify minority status	
Religious	MINORITY
Linguistic	NO
Any Other	NO

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	09-12-1954
Date of grant of 'Autonomy' to the College by UGC	24-10-1987

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Krishna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-12-1977	View Document
12B of UGC	20-11-2019	View Document

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
AICTE	View Document	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	10-09-2004
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	D.No.54-16-14, GOVERNMENT POLYTECHNIC POST	Urban	98	51384.83

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	BSc,Mathematics Physics Chemistry,	36	Intermediate	English	120	20
UG	BSc,Mathematics Physics Chemistry,	36	Intermediate	English	50	0
UG	BSc,Mathematics Physics Statistics,	36	Intermediate	English	60	10
UG	BSc,Mathematics Electronics Computer Science,	36	Intermediate	English	50	19
UG	BSc,Botany Zoology Chemistry,	36	Intermediate	English	120	28
UG	BCom,Computers,	36	Intermediate	English	180	80
UG	BA,Economics Mathematics Statistics,	36	Intermediate	English	20	0
UG	BCom,Professional,	36	Intermediate	English	30	0
UG	BSc,Biotechnology Microbiology Chemistry,	36	Intermediate	English	50	50
UG	BCom,General,	36	Intermediate	English	80	80
UG	BBA,Bachelor Of Business Administration,	36	Intermediate	English	60	60

UG	BSc,Mathematics Statistics Computer Science,	36	Intermediate	English	200	54
UG	BSc,Mathematics Physics Computer Science,	36	Intermediate	English	210	75
UG	BSc,Electronics Technology,	36	Intermediate	English	50	21
UG	BSc,Food Technology Microbiology Chemistry,	36	Intermediate	English	50	50
UG	BVoc,Renewable Energy Management,	36	Intermediate	English	50	0
UG	BSc,Visual Communication Electronics Computer Science,	36	Intermediate	English	50	20
UG	BSc,Maths Computer Science Pharmaceutical Chemistry,	36	Intermediate	English	50	0
UG	BVoc,Paramedical And Hospital Administration,	36	Intermediate	English	50	0
UG	BA,History Economics Political Science,	36	Intermediate	English	20	20
UG	BA,History Economics Political Science,	36	Intermediate	English	60	40

UG	BA,History Economics Special Telugu,	36	Intermediate	Telugu	20	0
UG	BBA,Aviation Management,	36	Intermediate	English	60	44
UG	BSc,Hospitality Hotel Administration,	36	Intermediate	English	60	0
UG	BSc,Mathematics Statistics Computer Science With Big Data Analytics,	36	Intermediate	English	60	0
UG	BSc,Mathematics Statistics Computer Science With Artificial Intelligence,	36	Intermediate	English	60	35
UG	BBA,Logistics Management,	36	Intermediate	English	60	51
UG	BA,History Political Science Special English,	36	Intermediate	English	20	20
UG	BMS,Agri Storage And Supply Chain Management,	36	Intermediate	English	50	15
UG	BSc,Agriculture And Rural Development ,	48	Intermediate	English	60	34
UG	BMS,E	36	Intermediate	English	60	23

	Commerce Operations,					
UG	BA,Economics Public Policy Anthropology,	36	Intermediate	English	60	31
UG	BA,History Public Policy Anthropology,	36	Intermediate	English	60	0
UG	BA,English Literature Psychology Computer Application,	36	Intermediate	English	60	13
UG	BBA,Retail Operations,	36	Intermediate	English	60	34
UG	BCA,Bachelor Of Computer Application,	36	Intermediate	English	60	60
UG	BSc,Computer Science Statistics Economics,	36	Intermediate	English	50	13
UG	BSc,Computer Science Accountancy ,	36	Intermediate	English	50	41
PG	MCA,Mca,	24	UG	English	60	60
PG	MBA,Mba,	24	UG	English	120	103
PG	MSc,Botany,	24	UG	English	24	0
PG	MSc,Chemistry,	24	UG	English	30	0
PG	MSc,Maths,	24	UG	English	30	0
PG	MSc,Physics,	24	UG	English	24	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				91			
Recruited	0	0	0	0	0	0	0	0	32	3	0	35
Yet to Recruit	0				0				56			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				174			
Recruited	0	0	0	0	0	0	0	0	89	85	0	174
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				58
Recruited	17	0	0	17
Yet to Recruit				41
Sanctioned by the Management/Society or Other Authorized Bodies				100
Recruited	80	20	0	100
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				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	2	0	3	0	0	27	21	0	65
M.Phil.	11	0	0	6	0	0	6	1	0	24
PG	0	0	0	0	0	0	55	65	0	120
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	574	86	0	0	660
	Female	315	41	0	0	356
	Others	0	0	0	0	0
PG	Male	93	0	0	0	93
	Female	69	1	0	0	70
	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	157	228	214	215
	Female	88	97	135	108
	Others	0	0	0	0
ST	Male	26	33	25	27
	Female	7	11	14	11
	Others	0	0	0	0
OBC	Male	336	487	490	446
	Female	178	223	269	210
	Others	0	0	0	0
General	Male	207	302	359	374
	Female	127	176	239	193
	Others	0	0	0	0
Others	Male	37	31	66	47
	Female	16	18	28	14
	Others	0	0	0	0
Total		1179	1606	1839	1645

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture And Rural Development	View Document
Agri Storage And Supply Chain Management	View Document
Aviation Management	View Document
Bachelor Of Business Administration	View Document
Bachelor Of Computer Application	View Document
Biotechnology Microbiology Chemsitry	View Document
Botany	View Document
Botany Zoology Chemsitry	View Document
Chemistry	View Document
Computers	View Document
Computer Science Accountancy	View Document
Computer Science Statistics Economics	View Document
E Commerce Operations	View Document
Economics Mathematics Statistics	View Document
Economics Public Policy Anthropology	View Document
Electronics Technology	View Document
English Literature Psychology Computer Application	View Document
Food Technology Microbiology Chemistry	View Document
General	View Document
History Economics Political Science	View Document
History Economics Political Science	View Document
History Economics Special Telugu	View Document
History Political Science Special English	View Document
History Public Policy Anthropology	View Document
Hospitality Hotel Administration	View Document
Logistics Management	View Document
Mathematics Electronics Computer Science	View Document

Mathematics Physics Chemistry	View Document
Mathematics Physics Chemistry	View Document
Mathematics Physics Computer Science	View Document
Mathematics Physics Statistics	View Document
Mathematics Statistics Computer Science	View Document
Mathematics Statistics Computer Science With Artificial Intelligence	View Document
Mathematics Statistics Computer Science With Big Data Analytics	View Document
Maths	View Document
Maths Computer Science Pharmaceutical Chemistry	View Document
Mba	View Document
Mca	View Document
Paramedical And Hospital Administration	View Document
Physics	View Document
Professional	View Document
Renewable Energy Management	View Document
Retail Operations	View Document
Visual Communication Electronics Computer Science	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multidisciplinary/interdisciplinary: With the release of the NEP 2020 document, multidisciplinary and interdisciplinary courses have been added under Life Skill Courses and Skill Development Courses starting from the academic year 2020-21. Examples of these courses include HVPE, Computer Applications, Statistics, Analytical Skills, Personality Enhancement and Leadership, Health & Hygiene, Indian Culture and Science, ICT, and Entrepreneurship Development. Programs like BBA in Logistics Management, Retail Operations Management, and e-Commerce are also multidisciplinary in nature. From the academic year</p>
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	<p>2023-24, a 4-year UG Honours program was introduced, featuring a single major and minor. Under this revised curricular framework, multidisciplinary courses are mandatory, with students required to complete three such courses worth six credits. The redesigned curricular framework for B.Sc Honours includes the following courses as per NEP 2020. Similarly, BA, B.Com, and BBA programs follow the same framework, albeit without practical hours. Multiple Entry and Exit: The curricular framework for the newly introduced 4-year UG Honours Degree Program has in-built multiple entry and exit options. A student after successfully completing the first year of study will be awarded a Certificate in the respective discipline. And can re-enter into the education system within next three years. In a similar way, a student exiting after two years of study is awarded a Diploma in that discipline and can rejoin in third year within the next three years. A student completing three years of study and wishes to exit will be awarded Degree and has an option to join fourth year of study within three years. Any student who wishes to leave the regular study after 1st or 2nd year will be given appropriate recognition in terms of Certificate and Diploma, which is not in the system, previously. A student can re-enter the education system as and when he/she is ready within the prescribed time period.</p>
2. Academic bank of credits (ABC):	<p>Andhra Loyola College has registered for the Academic Bank of Credits (ABC) system. This system is designed to enhance student mobility across various institutions and programs by allowing for the accumulation and transfer of academic credits. As part of this initiative, the college will create unique Student IDs for all enrolled students. Following this, the students' marks statements will be uploaded to the ABC system, which will facilitate the seamless transfer of credits between institutions. This process aims to provide greater flexibility and opportunities for students to tailor their education according to their interests and career goals.</p>
3. Skill development:	<p>Introduced Skill Development Courses and Skill Enhancement courses in all programs of study from the A.Y. 2020-21. The following skill development initiative was taken up in the newly introduced UG Honours Degree Program with single major and minor from the A.Y. 2023-24 • A pool of Skill</p>

	<p>Enhancement Courses is offered in Semesters I to IV. These Skill Enhancement Courses are contemporary in nature and not major-specific. • A student has to complete 6 such courses (2 credits each) in Semesters I to IV assigned with 12 credits. Students are offered choices for selecting skill enhancement courses of their interest. • Major subject-specific Skill Enhancement courses with choices are offered in Semester V/VI as two of the four major courses. • And two Skill Enhancement courses each with choices are offered in Semesters VII and VIII in the concerned major.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian Knowledge System (IKS) in the UG Honours Degree Program: Starting from the academic year 2023-24, the UG Honours Degree Program at Andhra Loyola College features a single major with a minor, mandating the inclusion of Indian Knowledge System (IKS) courses in semesters VII and VIII. Course Integration: IKS courses are now an integral part of the curricular framework. These courses will be Audit Courses, which means they are mandatory and graded solely on a Pass or Fail basis. Course Completion Requirement: Students must complete two IKS courses—one in the VII semester and one in the VIII semester. Course Selection: Students will have the flexibility to choose from a variety of IKS courses based on their interests. Andhra Loyola College is prepared to introduce these courses, which will be incorporated into the fourth year of study. The first cohort of students required to take these IKS courses will reach their fourth year in the academic year 2026-27. By this time, the courses on IKS will be fully designed and implemented, ensuring a comprehensive and enriching educational experience that includes the rich heritage and knowledge systems of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Andhra Loyola College will adopt Outcome-Based Education (OBE) as a central focus in alignment with the NEP 2020 directives. Already Course Outcomes are prepared. Emphasis shall be given on attainment of these specific learning outcomes by the end of each course and program. This approach involves clearly defining the knowledge, skills, attitudes, and values that students should acquire. To implement OBE, as the Course Outcomes are in place, Andhra Loyola College will establish clear, measurable strategies for measuring the attainment of outcomes</p>

	<p>for each course and program, ensuring they align with broader educational goals. The curriculum will be re-designed to foster critical thinking, problem-solving, and practical application of knowledge. Continuous assessment methods, including formative and summative evaluations, will be employed to monitor and support student progress towards achieving these outcomes. Faculty development programs will be conducted to equip educators with the skills needed to design and deliver outcome-based curricula effectively. Furthermore, feedback mechanisms will be strengthened to ensure that course content and teaching methods are continually refined based on student performance and industry requirements. By adopting OBE, Andhra Loyola College aims to produce graduates who are not only academically proficient but also possess the competencies necessary to thrive in a dynamic and globalized workforce.</p>
<p>6. Distance education/online education:</p>	<p>In line with NEP 2020, Andhra Loyola College will focus on expanding and enhancing its distance and online education offerings. The primary aim is to provide flexible learning opportunities that cater to diverse student needs, particularly for those who are unable to attend traditional on-campus programs. The college will invest in robust digital infrastructure to support a seamless online learning experience. This includes developing a comprehensive Learning Management System (LMS) that hosts a variety of courses, resources, and interactive tools. Online courses will be designed to be engaging and interactive, incorporating multimedia content, virtual labs, and discussion forums to facilitate active learning. Faculty members will undergo training in online pedagogy to ensure effective delivery and engagement in the virtual environment. The curriculum will be adapted to suit the online format, with a focus on modular and self-paced learning to accommodate the varied schedules of distance learners. Additionally, support services such as virtual tutoring, academic advising, and technical assistance will be made readily available to online students. Assessments will be conducted using secure and reliable online tools to maintain academic integrity. By adopting these measures, Andhra Loyola College aims to make quality education accessible to a broader audience, promoting lifelong</p>

learning and inclusivity in higher education.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the college has established an Electoral Literacy Club (ELC). The ELC aims to educate students about the electoral process, enhance their understanding of democratic principles, and encourage active participation in the democratic process. The club organizes model parliament sessions, seminars, and interactive sessions with election officials and experts to provide comprehensive electoral education. Additionally, the ELC conducts mock parliament and voter registration drives to facilitate practical learning experiences. The initiative aligns with the college's commitment to fostering informed and responsible citizens.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>NAAC Report: Coordination and Functionality of Electoral Literacy Club (ELC) Yes, the college has appointed both student coordinators and coordinating faculty members for the Electoral Literacy Club (ELC). These appointments ensure effective leadership and management of the club's activities. The ELC is fully functional, regularly conducting various programs and events aimed at increasing electoral awareness among students. The ELC is representative in character, comprising members from diverse academic disciplines and student groups. This inclusivity ensures that the club addresses the interests and concerns of the entire student body. The ELC operates under the guidance of the appointed faculty members, who provide mentorship and support to the student coordinators, ensuring the club's objectives are met effectively.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior</p>	<p>NAAC Report: Innovative Programmes and Initiatives by the Electoral Literacy Club (ELC) ELC has undertaken some innovative programmes and initiatives to enhance electoral awareness and participation among students and the broader community. These initiatives include: Voter Registration Drives: The ELC organizes regular voter registration drives on campus, assisting students and staff in completing their voter registration. The club also extends these efforts to the communities from</p>

<p>citizens, etc.</p>	<p>which students come, ensuring broader participation. Voter Awareness Campaigns: The club runs extensive voter awareness campaigns using various media, including social media platforms, posters, and workshops. These campaigns focus on the significance of voting, the electoral process, and the impact of informed voting. Promotion of Ethical Voting: The ELC emphasizes the importance of ethical voting through seminars and discussions, encouraging students to vote based on informed choices rather than coercion or inducement. Inclusion Initiatives: Special programs are designed to enhance the participation of underprivileged sections of society, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens. The ELC collaborates with local NGOs and community groups to ensure these initiatives are effective and inclusive. Assistance to Election Administration: During election periods, the ELC volunteers assist the district election administration in various capacities, such as polling booth management, voter assistance, and spreading information about election schedules and procedures. Community Outreach Programs: The ELC engages in community outreach programs, visiting local communities to educate them about the electoral process, encourage voter registration, and promote the importance of voting. Special Initiatives for Senior Citizens: The ELC has launched initiatives to help senior citizens understand the voting process, providing them with necessary assistance to ensure they can vote easily and confidently. Through these innovative programmes and initiatives, the ELC not only fosters a culture of electoral literacy within the college but also contributes to the democratic process by actively engaging and educating the community.</p>
<p>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.</p>	<p>NAAC Report: Socially Relevant Projects/Initiatives on Electoral Issues The college has actively engaged in several socially relevant projects and initiatives focusing on electoral issues, significantly contributing to advancing democratic values and promoting participation in electoral processes. Key activities include: Research Projects and Surveys: Voter Behavior Studies: The College has undertaken research projects examining voter behavior, including demographic influences on voting patterns and turnout. These studies provide valuable insights that</p>

	<p>can inform strategies to enhance electoral participation. Awareness Drives: On-Campus Campaigns: Regular awareness drives are held on campus to inform students about their voting rights and the electoral process, encouraging them to become active participants in elections. Documentaries and Videos: Documentaries and educational videos have been posted to Students to highlight the electoral process, historical voting trends, and personal stories advocating for electoral participation. Promotion of Democratic Values: Ethical Voting Campaigns: Initiatives focused on promoting ethical voting practices, encouraging voters to make informed and unbiased choices. Debates and Discussions: The College hosts debates, panel discussions, and guest lectures on democracy, electoral reforms, and civic responsibility, fostering an environment of informed dialogue and critical thinking. Collaborations and Partnerships: Government Collaboration: Partnerships with local election commissions to assist in voter registration drives, voter education programs, and dissemination of accurate electoral information. These initiatives demonstrate the college's commitment to fostering democratic values and enhancing electoral participation through research, education, and community engagement</p>
<p>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.</p>	<p>NAAC Report: Voter Registration Efforts and Enrollment Status The college is committed to ensuring that all eligible students are registered to vote, recognizing the importance of active participation in the democratic process. The following report outlines the extent of students above 18 years who are yet to be enrolled as voters and the efforts made by the ELC and the college to institutionalize voter registration mechanisms. Extent of Unregistered Eligible Students: Current Status: Based on recent surveys and data collection, it has been identified that a reasonable number of students above the age of 18 are yet to be enrolled as voters in the electoral roll. This figure highlights the need for continued efforts to achieve full voter registration among eligible students. Efforts by the Electoral Literacy Club (ELC): Voter Registration Drives: The ELC regularly organizes voter registration drives on campus. These events are scheduled at the beginning of each academic year and before major elections to</p>

maximize student participation. Awareness Campaigns: The ELC conducts awareness campaigns through posters, social media, and workshops to inform students about the importance of voter registration and the steps involved in the process. Assistance Booths: The ELC sets up assistance booths during college events and in common areas to provide on-the-spot help with voter registration forms and procedures. Collaboration with Election Authorities: The ELC collaborates with local election authorities to facilitate the registration process, ensuring that necessary forms and information are readily available to students. Institutional Mechanisms by the College: Orientation Programs: Voter registration is included as a key topic in the orientation programs for new students. Information sessions are conducted to guide students through the registration process. Integration with Admission Process: The college is exploring the integration of voter registration information with the student admission process, encouraging new students to register as voters as part of their enrollment. Dedicated Voter Registration Office: A dedicated office or helpdesk is available on campus to assist students with voter registration throughout the year. Staffed by knowledgeable personnel, this office ensures continuous support for students. Online Registration Support: The college provides resources and guidance on how to register to vote online. This includes step-by-step guides and links to official registration websites on the college's student portal. These efforts reflect the college's commitment to fostering a culture of civic engagement and ensuring that all eligible students are registered to vote. The ongoing initiatives by the ELC and the institutional mechanisms in place are designed to achieve near-total voter registration among the student body, reinforcing the college's role in promoting democratic values and active citizenship.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4301	4775	4676	4637	4111
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1593	1650	1343	1017	1137
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	212	223	238	211
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 291

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1044.12	832.93	816.82	1175.27	651.77
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Curriculum design is pivotal in shaping a student's future, ensuring alignment with regional, national, and international standards to foster a promising career. Andhra Loyola College offers diverse courses across multiple departments to meet these broad educational standards and cater to the varying demands of today's job market.

The Departments of Agriculture and Biological Sciences provide students with practical knowledge about regional crops, soil conditions, irrigation systems, and environmental issues pertinent to living organisms. These courses not only focus on local agricultural practices but also incorporate global agricultural trends and technologies, enabling students to understand and manage agricultural and biological systems effectively.

In the realm of science and technology, the Departments of Microbiology, Biotechnology, and Food Technology offer programs that are internationally relevant, offering students vast career opportunities by equipping them with skills in cutting-edge technologies and scientific practices. Similarly, the Department of Computer Science introduces courses like Artificial Intelligence and Big Data, which are essential for tech-driven careers in various sectors including technology, healthcare, and finance.

Professional and vocational training is provided through the Departments of Hotel Management, Aviation, and Electronics. These programs are skill-based, focusing on refining both technical and managerial abilities necessary for success in highly competitive and dynamic industries.

Business-oriented programs offered by the Departments of Commerce, BBA, MBA, and MCA are designed to meet national economic demands. These courses train students to lead teams, innovate as entrepreneurs, and acquire specialized skills for the banking and insurance sectors. The curriculum also explores opportunities in e-commerce, aligning with modern business practices and digital commerce trends.

Andhra Loyola College also emphasizes the importance of value-added and life skill courses such as Environmental Studies, Disaster Management, Public Relations, Personality Development, Leadership, Social Work Methods, Performing Arts, and Gender Equality. These courses aim to cultivate a comprehensive understanding of human values and professional ethics, which are crucial for personal development and societal contribution.

The curriculum is continuously updated based on feedback from faculty, stakeholders, subject experts, and students. This iterative process ensures that the syllabi remain relevant and are enhanced to strengthen skill sets that improve employability and meet industry requirements.

Overall, the curricula at Andhra Loyola College are strategically designed to create a world-class learning environment that not only meets regional, national, and international standards but also prepares students for successful and adaptable career paths in various fields.

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

1.1.2

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

Response:

Andhra Loyola College offers a comprehensive array of programs meticulously designed to enhance employability, foster entrepreneurship, and develop essential skills among students. The institution's commitment to adapting its curriculum to meet contemporary requirements is evident in the diverse range of courses available, which integrate practical and theoretical knowledge tailored to current and future industry needs.

It should be highlighted that among the 38 programs provided, 30 are specifically focused on enhancing employability, fostering entrepreneurship, or developing professional skills. Within these 30 programs, four are apprenticeship-embedded degree programs, established in partnership with the Logistics Sector Skill Council and the Retail Association Sector Skill Council, both of which are part of the National Skill Development Corporation.

1. Employability: Many of the college's programs, such as B.Sc in Biotechnology-Microbiology-Chemistry and B.Sc in Food Technology-Microbiology-Chemistry, are structured to equip students with specialized scientific skills that are in high demand in the healthcare, research, and food industries. Similarly, courses like B.Sc in Computer Science with Big Data Analytics and BCA in Bachelor of Computer Application prepare students for the burgeoning IT sector, where data management and software development are key skills.

2. Entrepreneurship: The college offers several programs aimed at budding entrepreneurs. For example, the BBA in Aviation Management and BBA in Logistics Management are tailored to impart business acumen and leadership skills necessary for starting and managing businesses in these specific sectors. Additionally, courses like BMS in e-Commerce Operations provide the foundational knowledge required to venture into online business.

3. Skill Development: Skill-based programs such as B.Vocational in Renewable Energy Management and B.Vocational in Paramedical and Hospital Administration are designed to meet the skilled manpower needs of these critical sectors. These courses not only teach technical skills but also include practical training components to ensure students are job-ready upon graduation.

4. Course Revision: The syllabi of these programs are regularly updated to reflect the latest trends and technologies in the industry. This is achieved through continuous feedback from industry stakeholders and alumni, ensuring that the courses remain relevant and competitive. For instance, the incorporation of Big Data Analytics in computer science and statistics programs shows a proactive approach to the growing importance of data analysis in various fields.

Andhra Loyola College effectively aligns its curriculum with the needs of the job market, emphasizing the development of professional skills, entrepreneurial abilities, and employability among its students. The courses are thoughtfully revised to adapt to changing industry standards, thus preparing graduates to excel in their chosen careers and contribute meaningfully to society.

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

1.2 Academic Flexibility

1.2.1

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

Response: 34.66

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

Response: 1501

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

Response: 4331

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution conscientiously integrates cross-cutting issues such as environmental sustainability, gender equity, professional ethics, human values, and other value frameworks aligned with the Sustainable Development Goals and the National Education Policy 2020 into its curriculum. This comprehensive approach ensures that students are not only academically proficient but also socially responsible and ethically sound in their professional and personal lives.

Environment and Sustainability

The institution places a strong emphasis on environmental education and sustainability. The Departments of Chemistry, Botany, Microbiology, and Agriculture play a pivotal role in educating students about ecosystems and biodiversity. These departments focus on courses that deepen students' understanding of natural resources and the importance of environmental conservation. Additionally, the Departments of Electronics and Physics contribute by teaching about alternative energy sources and energy conservation, crucial for sustainable development. The college also organizes various activities such as visits to rural areas, farms, rallies, Environmental Day celebrations, and guest lectures to reinforce the importance of environmental awareness and action.

Human Values and Professional Ethics

A foundational aspect of the curriculum is the emphasis on human values and professional ethics. Courses like Human Values and Professional Ethics, Social Work Methods, Rural Sociology, Leadership, Entrepreneurship, Soft Skills, Media, and Culture are integral in building a student's character and work ethic. These courses are designed to promote cooperation, commitment, and an ethical approach to professional and social interactions. The NSS and Red Cross units at the college

further support this by organizing activities such as blood donation and medical camps, which instill a sense of community and service among students.

Gender Equity

To address gender equity, the institution has incorporated literature that highlights women empowerment and mythological feminist characters into the curriculum of the Departments of English, Oriental Languages, and Visual Communications. This approach not only enriches the academic experience but also serves to challenge and reshape societal views on gender roles. The Women's Cell plays a crucial role in sensitizing students to gender issues, offering awareness programs and counseling sessions that focus on challenges faced by female students.

This holistic curriculum design ensures that students are not only equipped with technical skills and knowledge but are also prepared to address and engage with broader societal challenges. The integration of these critical themes helps in molding students who are capable of contributing positively to society and adhering to ethical standards in their professional endeavors. Through these educational efforts, the institution supports the development of well-rounded individuals who are prepared to meet the challenges of the modern world while upholding values that foster a more just and sustainable society.

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

1.3.2

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

Response: 116

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 (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

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

Response: 81.82

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

Response: 36

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

Response: 44

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies

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: 85.47

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
1179	1606	1839	1807	1753

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1991	2041	1983	1807	1753

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
792	1079	1147	1017	974

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
792	1079	1147	1017	974

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Andhra Loyola College is dedicated to assessing the diverse learning levels of its students and providing

customized educational programs to meet their specific needs.

Orientation and Initial Assessment

The college conducts a thorough orientation program for incoming undergraduate and postgraduate students. This program, held in the college auditorium and respective departments, introduces students and their parents to the college ethos, academic systems, and support facilities. During these sessions, Deans and senior faculty discuss crucial topics such as the college's autonomy, the choice-based credit system, and evaluation patterns. The orientation aims to provide a holistic view of the academic and extracurricular opportunities available at the college.

In department-specific sessions, the Head of the Department, along with senior faculty and students, offers motivational talks and shares experiences to prepare new students for their academic journey. An essential part of this orientation involves students filling out an entry-level expectations form, which helps identify their initial academic standing and expectations.

Continuous Assessment and Special Programs

Following the initial assessment, the college systematically analyzes student profiles, focusing on educational, personal, and family backgrounds and finds out their diverse needs. To support these students, the college employs a two-pronged approach: motivational activities through Value Education and Mentoring Systems boost their confidence, while additional academic support is provided via the Institution Innovation Council (IIC) and the Centre for Continuous Learning and Research (CCLR). These initiatives equip students with life-enriching skills and prepare them for future employment opportunities.

Addressing Advanced and Slow Learners

The college recognizes the spectrum of learning abilities among its students, identifying them as either advanced or slow learners through continuous monitoring, including performance in exams and classroom interactions. For advanced learners, the college offers enriched academic activities such as project work, extended library use, peer teaching, and more challenging examination questions. These opportunities are designed to enhance their knowledge and prepare them for higher academic and professional achievements.

Conversely, slow learners receive comprehensive support through remedial teaching, compensatory classes, and varied instructional techniques. Additional strategies include peer tutoring, active participation in class, and access to online resources, which help improve their understanding and engagement.

Bridge Courses

All departments provide bridge courses tailored to students from diverse educational backgrounds, such as those transitioning from vernacular medium schools. For example, the Department of Zoology offers courses to help students understand technical terms, while the Department of Physics and others conduct courses to bridge gaps in foundational knowledge.

Support for Visually Impaired Students

ALC supports students with learning disabilities through dedicated counselors, remedial classes, and assistive technologies. The college provides smart vision glasses to blind students. Equipped with a camera and LIDAR sensor, and utilizing embedded Artificial Intelligence-based software, this device captures images and interprets the surroundings for blind individuals, effectively acting as their eyes. It can also read newspapers or textbooks and recognize up to 100 pre-recorded faces. And laptops for training in computer and AI skills, enhancing their employability and ensuring they receive the necessary accommodations for academic success.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 20.58

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

ALC exemplifies a progressive approach to education by embracing student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies. These methods are effectively enhanced by the integration of ICT-enabled tools and online resources, ensuring a comprehensive and engaging learning experience for all students.

Experiential and Participative Learning:

ALC prioritizes experiential learning, encouraging students to engage in activities that extend beyond the traditional classroom setting. This approach is grounded in the philosophy that real-world experience is invaluable for learning. Students participate in a variety of interactive activities, including industrial visits, field trips, seminars, and guest lectures, which allow them to apply theoretical knowledge in practical settings. The college also facilitates involvement in committees and organizational activities, fostering skills in responsibility and transparency.

Participative learning at ALC is supported through workshop-based learning strategies. Departments such as Zoology, Statistics, and Renewable Energy Management utilize workshops to teach complex subjects like Ornamental Fishery, Exploratory Data Analysis, and P.V. Technology. This hands-on approach ensures that students are not passive recipients of information but active participants in their education, enhancing their engagement and retention of knowledge.

Problem-Solving Methodologies:

ALC's curriculum includes task-based and problem-solving exercises that challenge students to think critically and solve real-world problems. This is evident in the use of case studies and role-play scenarios in classrooms, which help students develop practical solutions to hypothetical and actual challenges. By encouraging students to present seminar papers as part of their Continuous Internal Assessment (CIA), ALC promotes deep analytical thinking and the ability to articulate complex ideas clearly and effectively.

Use of ICT-Enabled Tools:

In line with modern educational practices, ALC heavily incorporates ICT tools into its teaching methodologies. The college has adopted the 'Ignatian (Integrated) Pedagogical Paradigm', which uses a combination of Context, Experience, Reflection, Action, and Evaluation to create a dynamic learning environment. This paradigm is supported by digital tools that facilitate interactive learning experiences, allowing students to relate classroom lessons to real-world experiences and engage in reflective and evaluative thinking.

Further enhancing its digital approach, ALC has implemented a Learning Management System (LMS) that supplements traditional teaching with online courses. These courses, available to students and external learners alike, include a range of multimedia materials such as PDFs and video-recorded lectures. The flexibility of online learning allows students to manage their studies more effectively, accommodating various learning styles and paces.

Apprenticeship Embedded Programs:

Apprenticeship embedded degree programs represent a forward-thinking approach to higher education, seamlessly combining academic learning with practical on-the-job training. Apprenticeship embedded degree programs are structured to provide students with the academic curriculum of a traditional degree while simultaneously enabling them to engage in apprenticeship for a portion of their study duration. By working as apprentices, students gain valuable industry experience, which enhances their employability. They learn to apply classroom knowledge in real-world scenarios, dealing with the challenges and dynamics of the workplace.

One of the key benefits of these programs is the ability to earn a stipend while completing a degree.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

ALC is implementing comprehensive mentor-mentee scheme to address both academic challenges and student psychological issues, creating a supportive and nurturing environment for its students.

Structured Mentorship Program

The college has established structured mentorship program where each student is paired with a faculty mentor. These mentorship pairs meet periodically to discuss academic progress, set goals, address challenges, and explore opportunities for growth and development. The structured nature of these programs ensures consistent support and guidance for students throughout their academic journey.

Academic Support

Mentors offer guidance on course selection, academic planning, and career pathways, helping students make informed decisions about their educational and professional goals.

Personalized Guidance

Mentors take the time to understand each mentee's strengths, weaknesses, learning styles, and personal challenges. This personalized approach allows mentors to tailor their support and advice to meet the specific needs of each mentee.

Psychological Support

In addition to academic guidance, mentor-mentee schemes at Andhra Loyola College also address student psychological issues. Mentors are trained to recognize signs of stress, anxiety, depression, or other mental health concerns among their mentees. They provide a listening ear, offer empathy and encouragement, and refer mentees to counseling services or mental health professionals when needed. This holistic approach to mentorship ensures that students receive comprehensive support for their emotional well-being. By addressing both academic and psychological needs, the college fosters a balanced and healthy student life.

Building Confidence and Self-Esteem

Mentors provide positive reinforcement, celebrate achievements, and help mentees overcome self-doubt and imposter syndrome. Through affirming relationships and constructive feedback, mentors empower mentees to believe in their abilities, take on challenges, and strive for excellence in their academic and personal pursuits. This boost in confidence can have a profound impact on students' academic performance and personal growth.

Career and Professional Development

Mentors share their industry insights, career experiences, and networking tips with mentees, helping them explore career options, build professional networks, and develop essential skills for the workforce. Mentors assist mentees with resume writing, interview preparation, internship opportunities, and job search strategies, enhancing mentees' employability and career readiness.

Monitoring and Evaluation

The college regularly monitors and evaluates its mentorship programs by the Vice-Principals to ensure their effectiveness and impact on student success.

Andhra Loyola College's effective mentor-mentee scheme combine academic support, psychological guidance, personalized mentorship, and career development opportunities to create a nurturing and empowering environment for its students.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

Andhra Loyola College meticulously prepares and adheres to an **Academic Calendar** to ensure a structured and efficient academic year. The process begins with the **Calendar Committee**, which convenes at the end of each academic year to formulate the calendar for the upcoming year. This committee is responsible for detailing the commencement of class work, examination schedules, important departmental activities, and minor vacation periods. The academic calendar is a comprehensive document that provides clear information about examination dates, departmental activities, field trips,

vacation dates, public holidays, and festivals. This calendar is crucial for planning and organizing the academic schedule, as it helps in calculating the working days in a semester, preparing timetables, and ensuring the curriculum is covered efficiently.

Once the Calendar Committee drafts the academic calendar, it is presented to the Staff Council for discussion and finalization. Any necessary modifications are made, and the finalized calendar is published in the Calendar and Handbook, which is distributed to all students and faculty members at the beginning of the academic year. The strict adherence to this calendar, with allowances for extreme exigencies only, ensures that all planned activities and schedules are followed, providing a clear and organized framework for the academic year.

Teaching Plan Preparation and Adherence

At ALC, faculty members maintain a rigorous and structured approach to their teaching methodologies through the use of Teaching Diaries and Lesson Plan Registers. These tools are essential for documenting the educational process and ensuring that teaching objectives are met consistently.

Teaching Diary and Lesson Plan Register:

Each faculty member records date-wise topics covered, the methodology adopted, teaching aids used, and any student activities conducted. These registers also detail the objectives of each course, materials and resources used, unit-wise scope, and a synopsis for each paper taught. This meticulous record-keeping ensures that faculty members are prepared and can reflect on their teaching practices regularly.

Academic Activity Register:

In addition to the Teaching Diary and Lesson Plan, faculty members maintain an Academic Activity Register. This register includes internal examination details, indicators used to assess student learning and performance, feedback, student attendance records, Continuous Internal Assessment (CIA) and Semester End Examination (SEE) marks, student assignments, remedial classes for slow learners, project works, field visits, ICT usage in the classroom, academic competitions, extension lectures, seminars, and extension work. This comprehensive documentation ensures a holistic approach to education, addressing both academic and extracurricular activities.

The Head of the Department monitors these activities to ensure that the teaching plans are followed and the courses are completed within the specified time frame. This oversight guarantees that the educational objectives are met and that students receive a comprehensive and well-rounded education.

The preparation and adherence to the academic calendar and teaching plans at ALC are pivotal in maintaining an organized, efficient, and effective educational environment. The structured approach ensures that all academic and extracurricular activities are planned and executed seamlessly, contributing to the holistic development of students.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	212	223	238	211

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 21.31

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

Response: 62

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

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.85

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 2268

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 61.61

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 130

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	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

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

Response: 41.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	58	50	35	30

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

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

Response: 30.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
981	1489	1998	993	1389

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

2022-23	2021-22	2020-21	2019-20	2018-19
4301	4775	4676	4637	4111

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

2.5.3

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

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

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

Response:

ALC has significantly improved its Examination Management System (EMS) through various initiatives. These initiatives have enhanced the efficiency, accuracy, and fairness of the evaluation process, ensuring better academic outcomes for students.

One of the major reforms implemented after the re-accreditation period is conduct of two mid-semester examinations as part of internal evaluation. This change allows for more frequent assessment of students' progress and provides better insights into their learning needs. Additionally, ALC has introduced online examinations for certain general electives, computer science, and statistics papers. These online exams streamline the evaluation process and provide immediate feedback to students.

The evaluation process at ALC is designed to comprehensively assess students across various parameters:

1. **Achievements Evaluation:** This is ensured by semester-end assignments focusing solely on the learning outcomes envisaged by each faculty member in their academic planner.
2. **Prognosis and Guidance Evaluation:** Conducted through two mid-semester examinations, this type of evaluation helps faculty predict future achievements and analyze students' current knowledge levels.
3. **Project Work Evaluation:** The final year students' project work is evaluated by external experts, ensuring a comprehensive and objective assessment.

Processes Integrating IT

ALC has integrated IT into its examination processes, from pre-examination to post-examination stages. The institution uses pre-designed software for various tasks, including time-table generation, student list generation, and invigilator allotment. The post-examination processes are also automated using custom software. This includes processing results, handling revaluations, and managing transcripts.

Continuous Internal Assessment System

The Continuous Internal Assessment (CIA) system at ALC is a cornerstone of its examination reforms. The CIA constitutes 50% of the total marks, ensuring that students are continuously evaluated throughout the semester. The CIA includes various components such as, 1. Mid-Semester Examinations, 2. Assignments and 3. Attendance, motivating students towards consistent class participation. The rigorous internal assessment process ensures continuous and comprehensive evaluation of students. This approach not only monitors academic performance but also identifies areas needing improvement, facilitating timely interventions.

Examination Reforms and Quality Assurance

ALC has implemented several reforms to enhance the quality and fairness of its examinations. Question papers are meticulously prepared, ensuring proper weightage to objectives, adequate content coverage, and appropriate difficulty levels. This balanced approach ensures that the exams are fair and challenging.

The examination schedules are strictly adhered to, as printed in the calendar cum hand-book distributed at the beginning of the academic year. This ensures transparency and predictability, allowing students to prepare effectively.

The examination system at ALC includes provisions for revaluation, ensuring that students have the opportunity to challenge and review their marks. Revaluation results are promptly declared within a week. Additionally, there is a provision for instant exams for final year students with up to two arrears, ensuring they can graduate on time.

After the final results are declared, they are sent to the university in the form of transcripts. Upon verification, the university authorizes the college to issue provisional and consolidated marks certificates to students, ensuring a seamless transition to their next academic or professional phase.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

At ALC, the development of curricula is approached systematically and thoughtfully, focusing on several key considerations:

Identifying Issues and Needs

The process begins with identifying the issues, problems, or needs that the curriculum aims to address.

Understanding Learner Characteristics and Needs

The next step involves a thorough understanding of the target audience—the learners. This includes considering their backgrounds, learning styles, and specific needs.

Defining Intended Outcomes

Clear and precise intended outcomes or objectives are essential. These outcomes describe what learners will be able to do upon completion of their courses or programs. At ALC, intended outcomes encompass knowledge and understanding of the subject, cognitive skills, core professional skills, personal attitudes, and generic skills. This comprehensive approach ensures that graduates are well-rounded and prepared for various professional and personal challenges.

Selecting Relevant Content

The content of the curriculum must be relevant and significant. It should not only cover academic knowledge but also integrate humanistic education and entrepreneurial training. ALC aims to provide a broad and all-around education, balancing academic excellence with practical skills.

Employing Effective Methods

To accomplish the intended outcomes, ALC employs a variety of teaching methods and learning activities. These methods are designed to be learner-centered, encouraging active participation and engagement. The use of modern technology and innovative teaching practices is emphasized to ensure that learners are not merely assimilating information but are actively engaged in the learning process.

Evaluation Strategies

Evaluation strategies are critical to assess the effectiveness of the curriculum. ALC uses various assessment methods to evaluate both the content and the outcomes. This includes semester-end assignments, academic audits, placement records, and feedback from students and parents. These strategies help in monitoring the achievement of learning outcomes and in making necessary adjustments to the curriculum.

Integrating Broad Educational Goals

ALC's curricula aim to provide a base for a broad and all-around education. This includes integrating academic excellence with humanistic education and entrepreneurial training. Such an approach ensures that graduates are not only knowledgeable but also capable of critical thinking and innovation.

Practical Implementation

Course Outlines and Goals

Course outlines at ALC are detailed, setting clear goals and learning objectives. These outlines include content to be covered, skills to be mastered, teaching methods, learning activities, assessment forms, course texts, and other materials. By providing this information, the college ensures that students are well-informed about what is expected of them and what they can expect from the course.

Evaluation of Achievements

The achievement of learning outcomes is evaluated through various methods, including semester-end assignments and academic audits. Faculty members list out the learning outcomes in their Annual Academic Planner, and these are discussed with students at the beginning of the semester. The outcomes are also included in the detailed prospectus provided at the time of admission.

Continuous Improvement

Feedback from outgoing students is regularly collected and analysed to understand their learning experiences and the achievement of learning outcomes.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

year)

Response: 82.74

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

Response: 1318

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	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: 3.5

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

ALC has been making significant strides in upgrading its research facilities and fostering a robust research culture among its faculty and students. Supported by various central government projects, ALC has received substantial grants aimed at enhancing the quality and excellence of its research infrastructure. These efforts are complemented by a well-defined Research Promotion Policy that is publicly available on the institution's website and meticulously implemented.

Upgradation of Research Facilities

The college has leveraged central government projects such as the Basic Scientific Research (BSR) and College with Potential for Excellence (CPE) grants to update its research facilities. Under the RashtriyaUchchatarShikshaAbhiyan (RUSA) of the Ministry of Human Resource Development (MHRD), Government of India, ALC was selected for the 'Enhancing Quality and Excellence in Select Autonomous Colleges' initiative, receiving a grant of 5 crores. Additionally, the Ministry of Science and Technology identified ALC for support under the FIST Project, allocating 1.10 crores. Apart from these funds the college earmarks 20% of its budget specifically for the upgradation of research facilities, ensuring that the infrastructure remains cutting-edge and conducive to high-quality research.

Comprehensive Research Policy

ALC is committed to fostering a robust research culture among its teachers, research students, and undergraduate and postgraduate students. The Research Promotion Policy promotes scientific temper among the teaching staff, builds an institutional fund for research, and facilitates participation in research activities, ensuring adherence to applicable rules and ethical standards.

The primary purpose of the Research Policy is to create a vibrant research atmosphere within ALC. It provides a comprehensive framework for research activities across all departments, ensuring a cohesive and supportive environment for scholarly pursuits.

ALC expects its faculty to engage in high-quality research leading to publications, conference presentations, and the generation of intellectual property with societal benefits and commercialization potential. Financial support is provided for professional development, and research output is a critical criterion for faculty recruitment and promotion. The policy includes-

- Academic Integrity and Disciplinary Measures
- Resources for Research Support
- Quality of Publications
- Periodic Review and Intra-Institutional Presentations

ALC's Research Promotion Policy aims to create a supportive and vibrant research environment, promoting high standards of academic integrity and fostering interdisciplinary and impactful research. By continuously updating its policies and providing robust support systems, ALC ensures that its faculty and students are well-equipped to contribute significantly to academic and societal advancement.

ALC's commitment to updating its research facilities and promoting a research culture is evident through its strategic use of government grants and its comprehensive Research Promotion Policy, which is available on the College Website. By creating a supportive environment and upholding high standards of research quality and ethics, ALC ensures that its faculty and students are well-equipped to contribute to the academic and societal landscape.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 6.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	2.0	1.20	0.40	1.25

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

3.1.3

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

Response: 2.06

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

Response: 6

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

3.2 Resource Mobilization for Research**3.2.1**

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

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

Response: 108.58232

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

3.2.2

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

Response: 0.02

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

Response: 5

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

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 5.74**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

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

Response:

ALC is dedicated to fostering a vibrant culture of innovation and integrating the Indian Knowledge System (IKS) into its educational framework.

Promoting Intellectual Property Rights (IPR)

ALC recognizes the importance of Intellectual Property Rights (IPR) in safeguarding innovations. The Institution's Innovation Council (IIC) leads initiatives to raise awareness about IPR through workshops, seminars, and guest lectures by experts. These sessions equip the college community with the knowledge and skills necessary to navigate the intricacies of patent filing, copyright protection, and other legal aspects associated with intellectual property.

The college has also established a dedicated IPR cell, serving as a single point of contact for faculty, staff, and students seeking guidance on protecting and commercializing their intellectual property. This cell provides comprehensive support, ensuring that innovators at ALC can secure and leverage their intellectual contributions effectively.

Entrepreneurship and Incubation

Recognizing the transformative power of incubation, ALC has set up the Entrepreneurship, Innovation and Start-Ups Centre (EISC) in collaboration with the Andhra Pradesh State Council of Higher Education (APSCHE). This center provides budding entrepreneurs with the necessary resources and support to transform their concepts into viable businesses.

One notable initiative is the establishment of "Loyolites Enterprises," a student-run convenience store on campus. Launched on September 30, 2022, by 42 MBA and BBA students with an initial investment of Rs.1,000 each, this venture serves the needs of students during break times. It not only captures the untapped market potential on campus but also hones the entrepreneurial skills of its student investors, serving as a source of inspiration for others.

Knowledge and Technology Transfer

Research Collaborations: The College encourages collaborations between faculty, students, and researchers from other institutions and industries. This cross-pollination of ideas fosters innovation and accelerates research breakthroughs.

Conferences and Workshops Regularly hosted conferences and workshops bring together researchers, industry professionals, and students. These events provide platforms for knowledge exchange, dissemination of research findings, and exploration of potential technology transfer opportunities.

Entrepreneurship Development Programs: These programs equip students with the skills and knowledge necessary to identify and evaluate business opportunities, write business plans, and secure funding. By fostering a culture of entrepreneurship, ALC facilitates the transfer of knowledge and technology into the marketplace.

Integration of Indian Knowledge System (IKS)

ALC has integrated the Indian Knowledge System into its curriculum to promote holistic education. Yoga has been made compulsory, earning students 2 credits. Additionally, courses on IKS are mandatory audit courses in Semesters 7 and 8 under the Choice Based Credit System. These efforts ensure that students gain a deep appreciation for India's rich intellectual heritage while acquiring modern scientific knowledge.

Outcomes and Impact

The impact of ALC's efforts is evident in the significant achievements over the past five years. The college has seen an increase in patents filed, research publications, and successful startups emerging from its incubation center. The awareness and education on IPR have empowered the college community to protect and commercialize their innovations, fostering a culture of creativity and innovation.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

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

Response: 1.67

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

Response: 20

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

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 1.45**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 422

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.24**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 71

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	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

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

Response: 4.64

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 15

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 0**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

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

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

3.6 Extension Activities**3.6.1**

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

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

Response:**ANDHRA LOYOLA EXTENSION SERVICE FOR RURAL TRANSFORMATION (ALERT)**

ALERT operates with three strategies to drive rural transformation: Locality Development, Social Planning, and Social Action.

1. Locality Development (Bottom-Up): Students directly engage with local residents, fostering ownership and participation in the development process.
2. Social Planning (Top-Down): ALERT students use technical skills for data collection, analysis, and crafting effective development plans.
3. Social Action (Inside-Out): Students empower marginalized groups to advocate for their rights and initiate meaningful change.

ALERT – SELF-HELP GROUPS (SHGs):

Post the 2004 Tsunami, ALERT launched an initiative to empower women in the villages along the Manginapudi sea coast of Krishna District, focusing on dalit habitats. The initiative aimed to achieve:

1. **Economic Empowerment:** Enable women to become self-reliant and earn their income.
2. **Skill Development:** Offer training in various vocations to enhance their skills.
3. **Community Building:** Foster mutual support among the women.
4. **Financial Inclusion:** Encourage saving habits and provide access to credit through a revolving fund.

ANDHRA LOYOLA ASSISTANCE FOR NEIGHBORHOOD ADVANCEMENT (ALANA):

Andhra Loyola College (ALC) extends its services to the urban neighborhood through ALANA, initiated in the academic year 2012-2013. ALANA focuses on inducing voluntary behavioral change through intervention and education, targeting school-going children in Vijayawada Municipal Corporation Schools.

Vision: Provide value-based, supportive, and supplementary education to underprivileged children.

Mission: Offer evening supplementary coaching sessions to enlighten children on education's importance, imparting character building, nation building, and economic advantages.

Program Structure: The ALANA program operates at three levels:

1. Student-----Student
2. Faculty-----Faculty
3. Institution----- Institution

ALANA – MANNA: A Beacon of Compassion and Hope:

The ALANA – MANNA program addresses the needs of destitute individuals on footpaths and bus shelters. Student volunteers engage in outreach, distributing food and clothing, and providing emotional support. This hands-on involvement fosters empathy and community support among volunteers.

1. **Faculty-Faculty:** Collaborative efforts between faculty members to enhance the program's effectiveness.
2. **Institution-Institution:** Partnerships with other institutions to broaden the program's impact.

ALANA – MANNA takes action by addressing the immediate needs of the destitute, distributing essentials and fostering personal connections that cultivate empathy and community responsibility.

The program also provides holistic support for the homeless, improving their living conditions through regular nutrition and clothing distribution, building trust and consistent support.

In collaboration with local NGOs and the DAPCU, ALANA – MANNA supports individuals affected by HIV/AIDS with nutritional supplements every two months, enhancing their immunity and well-being.

Strategic nutritional interventions focus on improving health management and quality of life, especially for those facing health challenges like HIV/AIDS, emphasizing the importance of regular, nutritious food for a strong immune system.

By involving students in direct outreach, ALANA – MANNA fosters empathy and social responsibility within the college community, shaping their perspectives and inspiring advocacy for social justice throughout their lives.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 279

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	51	37	58	56

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 (data template)	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

3.7 Collaboration

3.7.1

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

Response: 25

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 (data template)	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

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

Response:

Teaching and Learning Facilities

With a total of 86 classrooms, the institution ensures ample space for instructional activities. Among these, 41 classrooms are equipped with LCD facilities, enhancing the capability for digital presentations and interactive learning. Additionally, 53 classrooms have access to Wi-Fi or LAN, providing seamless internet connectivity for both students and faculty. The institution also boasts six seminar halls, which serve as ideal venues for lectures, workshops, and academic discussions.

The institution houses 29 laboratories across various disciplines:

Physics: 4; Electronics: 2; Chemistry: 4; Botany: 2; Visual Communication: 2; Zoology: 2; Computer Science (Computer Centers): 9; Statistics: 1; Microbiology: 1; Biotechnology: 1; Food Technology-1; English Language Lab: 1. These laboratories are equipped with state-of-the-art equipment, providing students with the necessary tools to conduct experiments and research. Apart from these Central Instrumentation Center was established under DST-FIST project.

In terms of computing equipment, the institution offers high-performance computers with configurations of i7 processors, 16GB RAM, and 512GB SSDs. The network infrastructure is robust, featuring a 200 Mbps bandwidth (split into two 100 Mbps channels), 15 Wi-Fi routers, 15 manageable switches, 28 access points, and a SISCO Firepower 1K series firewall. This ensures that both wired and wireless networks are reliable and secure.

ICT-Enabled Facilities

Smart classrooms equipped with interactive LCD facilities provide a modern, digital learning environment that engages students and supports various teaching styles.

The Learning Management System (LMS) is another cornerstone of the institution's ICT-enabled facilities. This online platform streamlines the management of academic content, fosters efficient student-teacher interactions, and supports various administrative tasks. The LMS is designed to enhance the overall educational experience by providing a centralized hub for learning materials, assignments, and

communication. Supporting the LMS there is fully equipped Visual Communication Studio with audio-video recording and edition facility.

Comprehensive Wi-Fi coverage is available across classrooms and laboratories, ensuring that students and faculty can access online resources and stay connected throughout the campus. The robust networking equipment, including routers and manageable switches, supports this extensive network, providing fast and reliable internet access.

Cultural and Sports Facilities

Recognizing the importance of holistic development, the institution offers a wide range of facilities for cultural, sports, and recreational activities. The sports infrastructure is impressive, featuring:

Indoor Stadium; Football Field with gallery; Hockey Field; Softball Court; Volleyball Court; Handball Court; Cricket Field; Tennis (Clay Courts); Basketball Court; Kabaddi Court.

These facilities cater to a wide range of sports, ensuring that students have the opportunity to engage in physical activities and develop their athletic skills.

For cultural activities, the institution provides an auditorium and the Kaladarshini, a dedicated space for cultural events.

Recreational facilities include a gymnasium and a multi-purpose hall, providing spaces for fitness activities, yoga, and other recreational pursuits. The gymnasium is equipped with modern fitness equipment, supporting the physical well-being of students and staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 61.16

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
551.40	454.17	599.96	776.34	382.91

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	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:

Fr. Gordon Library: Pioneering Digital Transformation with Integrated Library Management System

Integrated Library Management System (ILMS)

NewGenLib is a user-friendly library automation software manages the housekeeping operations efficiently. From the acquisition of books and materials to the creation and maintenance of catalogdatabases and the circulation of holdings. Being a web-based application, it offers unparalleled accessibility, allowing users to interact with library resources from any internet-connected device. This ensures that faculty and students can access the library's extensive resources anytime and anywhere, significantly enhancing their learning and research experience. NewGenLib ensures compatibility and interoperability with a wide range of systems and platforms. This adherence guarantees that the library's digital resources are organized, searchable, and retrievable in a standardized manner.

Rich Digital and Physical Collections

The Fr. Gordon Library has 74,901 books, 18,725 reference books, 168 periodicals, and 204,212 e-books. It subscribes to 18,084 e-journals, including National Geographic books since 1935 and CDs spanning 110 years, providing a wealth of historical and educational resources for faculty and students. offering access to sophisticated academic resources for faculty and students

The library also features a dedicated PG stack area where prominent publications like Harvard Business Review (HBR), Fortune, and Forbes Asia are available. The Hall (back volumes section) is well-maintained with more than 6,000 books on the top floor, ensuring that past editions of significant works

are preserved and accessible. Moreover, the library houses 2,558 CDs, further diversifying its digital offerings.

Subscriptions to E-Resources and Journals

The Fr. Gordon Library's dedication to providing comprehensive academic resources is evident in its numerous subscriptions to e-resources and journals. As a member of the National Digital Library (NDLI CLUB), N-List, e-ShodhSindhu, and having established the SWAYAM-NPTEL Local chapter for MOOCs, the library ensures that faculty and students have access to a wide range of digital resources. These memberships enable users to explore a vast array of e-books, journals, and online courses, supporting their academic pursuits and fostering a culture of continuous learning.

Optimal Utilization by Faculty and Students

The integration of NewGenLib and the availability of extensive e-resources ensure that the library is optimally used by faculty and students. The online public access catalogue (OPAC) interface allows users to easily search for and access digital resources, facilitating seamless discovery and retrieval of information. The intuitive interface and robust features of NewGenLib empower the library to meet the evolving needs of its users while embracing the digital transformation of the information landscape.

Faculty members can efficiently manage their academic content and interactions with students through the library's digital platforms. Students benefit from the ease of access to a wide range of resources, enabling them to enhance their research capabilities and academic performance. The library's comprehensive collection, combined with its state-of-the-art digital facilities, makes it an indispensable resource for the academic community at Andhra Loyola College.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.64

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.72	4.76	4.01	6.97	6.31

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

Andhra Loyola College (ALC) continually enhances its IT infrastructure to meet the evolving demands of academia, research, and administration. A dedicated team oversees the maintenance of these facilities, plans for future upgrades, and recommends the best hardware and software purchases.

Recent Enhancements and IT Infrastructure

Establishment of Computer Labs:

In recent years, ALC has established 10 state-of-the-art computer labs, each equipped with both Linux and Windows environments. This dual-OS setup caters to diverse user preferences and academic requirements.

Internet Bandwidth and Connectivity:

The campus upgraded its internet infrastructure to a robust 200MBPS leased line interconnection, doubling the previous bandwidth. This high-speed internet access supports ICT facilities, enabling seamless online learning, research.

Hardware Upgrades:

Recent upgrades include the acquisition of 200 Lenovo systems featuring i7 12th Generation processors,

each with 16GB RAM and 512GB SSDs. These powerful machines provide the computing power necessary for advanced academic pursuits and skill enhancement.

Network Infrastructure:

ALC has deployed Cisco SG 350 manageable switches, ensuring reliable and efficient communication across various departments and facilities. Additionally, Microtik CRS 3284 switches have been installed to provide seamless Wi-Fi connectivity, allowing students and faculty to stay connected from anywhere on campus. The number of Wi-Fi routers has increased from 11 to 15, improving wireless coverage and accessibility.

Cyber Security:

Recognizing the importance of cybersecurity, ALC has introduced the SISCO Firepower 1K series firewall. This advanced firewall protects the college's information assets and overall infrastructure from potential threats, ensuring a secure digital environment for all users.

Support Services:

The IT Support division at ALC plays a crucial role in maintaining the smooth operation of online teaching, web conferencing, and video conferencing platforms.

Surveillance and Security:

Enhancing campus security is another priority for ALC. The college has significantly upgraded its surveillance capabilities by adding 180 CCTV cameras, up from the previous 120.

Particulars	Previous Status	Present Status
Bandwidth	100 MBPS	200 MBPS
Wi-Fi Routers	11	15
Firewall	None	SISCO Firepower 1K
Manageable Switches	-	Cisco SG 350, 15
Access Points	-	Microtik CRS 3284, 28
Computers	i5, 12GB RAM, 500GB HDD	i7, 16GB RAM, 512GB SSD
CCTV Cameras	120	180

Andhra Loyola College's continuous improvements in IT infrastructure demonstrate a strong commitment to providing a conducive learning environment and supporting academic excellence.

Through strategic investments in high-speed internet, state-of-the-art computer labs, robust network infrastructure, advanced cybersecurity measures, and enhanced surveillance systems, ALC ensures that its students and faculty are well-equipped to thrive in an increasingly digital world. These efforts underscore the college's dedication to remaining at the forefront of technological advancement, empowering its community with the tools and resources necessary for success

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 7.05

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

Response: 610

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

4.3.3

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

Response:

State-of-the-Art Visual Communication and Media Lab at Andhra Loyola College

The Visual Communication and Electronic Media Department at Andhra Loyola College (ALC) is proud to house a cutting-edge laboratory that embodies excellence in multimedia education. This facility positioning itself as a hub of creativity and innovation, not only empowers students to excel in the

dynamic fields of Visual Communication and Electronic Media, but also caters to the needs of e-content development.

At the heart of the lab is a dedicated audio-visual center equipped with advanced mixing equipment, professional-grade audio consoles, and digital signal processors. This state-of-the-art facility provides all the that is necessary to create immersive soundscapes and high-quality audio-visual experiences.

The lab's cutting-edge editing facilities are equipped with industry-standard software such as Adobe Premiere Pro and Final Cut Pro. These tools enables editing, a wide range of post-production techniques, and produce polished multimedia content. From basic video editing to advanced compositing and special effects, the lab supports a comprehensive learning experience in multimedia production.

The versatile media studio within the lab is designed for multi-camera production and is equipped with professional lighting, green screens, high-resolution cameras, and teleprompters. This environment is ideal for photography, videography, and live broadcasting, providing students with the opportunity to bring their creative visions to life. The studio's capabilities are further enhanced by a dedicated Production Control Room, allowing for seamless coordination and management of media projects.

In addition to these facilities, the lab includes a Lecture Capturing System (LCS) that enhances the flexibility and accessibility of learning. This system allows students to access recorded lectures and course materials at their convenience, supporting a more flexible learning experience.

Moreover, the lab is outfitted with a comprehensive suite of hardware and software for e-content development, including video cameras, microphones, and interactive presentation tools. These resources enable students to explore various multimedia formats and develop high-quality educational content.

ALC is committed to continually upgrading and expanding its laboratory facilities to keep pace with emerging trends and technologies. Through a combination of state-of-the-art equipment, hands-on training, and mentorship from experienced faculty, the Visual Communication and Electronic Media lab ensures that quality e-content could be produced.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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

Response: 38.21

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of*

DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
486.00	374.00	212.85	391.96	262.55

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

4.4.2

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

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

Response:

ALC has crafted comprehensive policies to ensure the effective maintenance and utilization of its physical and academic support facilities.

Laboratory Facilities

Laboratory facilities at ALC adhere to standard operating procedures (SOPs) for instrument handling and maintenance. Each piece of equipment is assigned an inventory number and meticulously recorded in asset logs. Maintenance routines involve regular lubrication, servicing, and periodic cleaning of essential components such as osmosis water filters. For machinery under warranty, repairs are conducted by engaging the supplier, with college technicians facilitating external servicing when necessary. Peer audits ensure accountability and credibility in equipment management, with maintenance logs maintained and rules prominently displayed.

Library Facilities

The Fr. Gordon Library Information Centre operates on an open-access basis and is fully automated with barcoding technology for easy resource access. Library policies emphasize both accessibility and preservation. The library employs the Dewey Decimal Classification (DDC) system to streamline the document search process, ensuring efficient resource management. Regular activities include stacking, shelf arrangements, cleaning, and stock verification to maintain the integrity of library resources. The library encourages the use of digital resources like INFLIBNET, NLIST, and the National Digital Library of India (NDLI). Additionally, 'no-dues' certificates are required for the return of borrowed books, ensuring accountability among users.

IT Infrastructure

ALC's IT policy ensures the responsible and secure use of its IT resources, which are intended for academic purposes, college business, and authorized activities. The policy prohibits illegal activities, copyright infringement, unauthorized information access, and cyberbullying. It mandates strong, unique passwords for all college IT accounts, forbids password sharing, and requires users to report suspicious activities or compromised accounts. Unauthorized network access, tampering with network equipment, and installing unapproved software are strictly prohibited. The college reserves the right to monitor network activity to maintain security and enforce these policies. Violations may result in disciplinary action, including the suspension or termination of IT privileges, and serious violations may be reported to law enforcement agencies.

Sports Complex

The sports complex at ALC is governed by clear guidelines and rules regarding facility usage, conduct, and safety protocols. Users must adhere to dress codes, equipment usage guidelines, scheduling policies, and a code of conduct. Orientation sessions inform users about facility rules, emergency procedures, and available amenities. The sports infrastructure, including cricket grounds, badminton, and basketball courts, is meticulously maintained, and outsiders can access these facilities for a nominal fee. The college also provides intensive coaching and a fitness center to cater to injured sports enthusiasts.

Classrooms and General Maintenance

Classroom facilities are maintained to ensure a conducive learning environment. Regular cleaning, repairs, and updates are conducted to keep the classrooms in optimal condition. The college's internal ERP solution aids in managing academic requirements, including teaching-learning, evaluation, and testing, supported by a committed staff.

ALC ensures that its infrastructure supports the academic and extracurricular needs of its students and faculty. These efforts underscore the college's dedication to fostering an environment that promotes excellence, innovation, and the overall well-being of its community.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 28.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
311	1048	1820	2371	827

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

ALC recognized the importance of career counselling and guidance for competitive examinations to support student success. Over the last five years, various efforts have been undertaken by ALC to enhance these services, including the integration of e-counselling. Here are some notable initiatives:

1. Establishment of Career Counselling Centres

ALC has established dedicated career counselling services at the departmental level. Faculty members provide personalized career advice, conduct resume-building sessions, and offer job search strategies to students. They frequently collaborate with industry professionals to deliver insights into current job market trends and the skills in demand.

2. E-Counselling Platforms

ALC has adopted e-counselling platforms. These platforms provide virtual one-on-one sessions through WhatsApp groups, webinars via Zoom and Google Meet, and online resources through Google Classrooms. This allows students to conveniently access career advice and counselling services from anywhere.

3. Guest Lectures, Workshops and Seminars

Guest Lectures, regular workshops and seminars are organized on various topics such as career planning, interview skills, trends in technology and workplace etiquette. These events often feature guest speakers from industry, alumni, and career experts who share their experiences and advice.

4. Guidance for Competitive Examinations

ALC launched specific programs to assist students preparing for competitive examinations such as UPSC and other PG entrance examinations. These programs include:

Preparation Courses: Offering comprehensive preparation courses that cover syllabus, exam strategies, and practice tests.

Study Materials: Providing access to a wide range of study materials, both physical and digital, including books, mock tests, and online question banks.

Expert Guidance: Arranging sessions with experts who provide tips and strategies to excel in these examinations.

5. Internship and Placement Drives

ALC established strong linkages with industry partners to facilitate internship and placement opportunities. They organize campus recruitment drives, job fairs, and internship placements to bridge the gap between academic learning and professional requirements.

6. Alumni Networks and Mentoring

Leveraging alumni networks to offer mentoring programs is another effective strategy. Alumni who are successful in various fields can offer valuable guidance, share their career journeys, and provide mentorship to current students.

7. Online Resources and Career Portals

ALC Placement Cell developed or partnered with online career portals (like APSSDC) that provide a wealth of resources including job listings, career advice articles, industry news, and tools for career assessment. These portals often feature a personalized dashboard where students can track their job applications and career progression.

8. Collaboration with Professional Organizations

Collaborating with professional organizations and industry bodies to offer certification programs, internships, and job placements has been a significant effort. These collaborations often bring additional credibility and resources to the institution's career services.

9. Psychological Counselling and Well-being Support

Recognizing the stress associated with career planning and competitive exams, ALC is offering psychological counselling services to support student mental health and well-being. This holistic approach ensures that students are not only academically prepared but also mentally resilient.

These comprehensive efforts reflect a commitment to student success and adaptability to the evolving educational and professional landscape. ALC continually innovating and enhancing their career counselling and guidance services to prepare students for their future careers effectively

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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: B. Any 3 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 monitoring the activities and number of 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: 23.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
259	181	353	474	312

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.2

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

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

Response: 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	0	0

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	3	9

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

5.3.2

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

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

Response:

ALC has a well-structured Student Council that serves as a vital link between the student body and the institution's administration. Its primary aim is to foster a sense of community, ensure student welfare, and enhance the overall educational experience. Over the past five years, the Student Council has actively engaged in various initiatives at ALC:

Representation and Advocacy: The Council represents student interests in meetings with faculty and administration, ensuring that student voices are heard in decision-making processes.

Event Organization: It organizes cultural, academic, and sports events, fostering a vibrant campus life. Annual festivals, guest lectures, workshops, and competitions are some key highlights.

Community Service: The Council coordinates community outreach programs, including blood donation drives, environmental awareness campaigns, and social service activities, promoting social responsibility among students.

Peer Support Programs: Initiatives like mentorship programs, where senior students guide freshmen, and peer tutoring sessions are organized to support academic and personal growth.

Students' Role in Academic Bodies

Students play an integral role in academic bodies, contributing to the enhancement of educational standards and curriculum development:

Academic Committees: Students are members of various academic committees namely Academic Council, Planning and Evaluation Committee, Women's Cell etc

Quality Assurance: Involvement in the Internal Quality Assurance Cell (IQAC) allows students to participate in the continuous improvement of academic processes, ensuring that educational offerings meet high standards.

Research and Development: Students contribute to research committees, assisting in the planning and execution of research projects and fostering a culture of innovation and inquiry.

Students' Role in Administrative Bodies

Students also hold positions in several administrative bodies, influencing policies and procedures that affect campus life:

Grievance Redressal Committee: Students on this committee help address grievances related to academics, infrastructure, and other campus issues, ensuring a fair and transparent resolution process.

Anti-Ragging and Disciplinary Committees: Student representatives on these committees work to maintain a safe and respectful campus environment by addressing issues of misconduct and ensuring adherence to institutional policies.

Hostel and Canteen Committees: Students help manage hostel affairs and oversee canteen services,

ensuring that living and dining facilities meet student needs and standards.

Student Council at ALC has the following heads

Head Boy and Head Girl, Fine Arts Secretaries, Cultural Heads, Literary Heads:

Documentation Heads, Hospitality Heads, Media Heads, Placement Head:

Event Heads, Creative Heads, Sports Secretaries, Discipline Heads

The active participation of students in the Student Council and various academic and administrative bodies fosters a collaborative and inclusive campus environment. By involving students in governance, ALC not only empowers them but also benefits from their unique perspectives and innovative ideas. These roles help students develop leadership, communication, and organizational skills, preparing them for future professional and civic responsibilities. Overall, the integration of student contributions into institutional processes enhances the quality of education and campus life, aligning with the institution's commitment to holistic development and continuous improvement

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: B. Any three of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 64.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.12	6.36	11.06	18.11	22.09

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

5.4.2

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

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

Response:

Alumni Contributions to Andhra Loyola College

The alumni of Andhra Loyola College (ALC) are instrumental in the institution's development, significantly contributing through various academic and support activities. Coordinated by the Andhra Loyola College Alumni Association (ALCAA), a registered organization, alumni engagement ensures strong connections between past and present students, fostering a robust network of support and collaboration. A notable contribution of ALCAA is the establishment and maintenance of an English-medium school, providing free education with all expenses covered by the association.

Objectives of ALCAA

The primary objectives of ALCAA include promoting and maintaining close relationships between the institution and its alumni, fostering friendly relations, disseminating information about the college, developing alumni benefit programs, assisting in fund-raising, supporting academic excellence, guiding alumni in their professional pursuits, and organizing reunion activities.

Financial Contributions

1. Scholarships and Donations: Alumni donations provide scholarships for poor and meritorious students, ensuring financial barriers do not hinder access to quality education.
2. Infrastructure Development: Alumni-funded projects include constructing the first floor for the ALCAA School, installing RO drinking water plants, and renovating the college's main office, thereby enhancing the college's physical infrastructure.
3. COVID-19 Support: During the COVID-19 crisis, alumni provided nutritional support to police personnel, donated 67,500 eggs, and contributed over INR 3 lakhs, crucial for maintaining the health and morale of frontline workers.

Over the past five years, alumni contributions have totaled INR 64.74 lakhs, with annual contributions as follows:

2018-2019: INR 22.09 lakhs

2019-2020: INR 18.11 lakhs

2020-2021: INR 11.06 lakhs

2021-2022: INR 6.36 lakhs

2022-2023: INR 7.12 lakhs

Academic and Professional Support

1. Curriculum Development: Alumni serve as members of the Board of Studies in all departments, ensuring the curriculum is relevant and up-to-date with contemporary standards.
2. Guest Lectures and Career Guidance: Alumni conduct guest lectures on emerging technologies and trends, offering students insights into current industry practices. They also provide career guidance, helping students navigate their professional paths.

Events and Reunions

1. Annual Alumni Meets: Regular alumni meets foster interaction and networking among alumni and current students, providing a platform for sharing experiences, mentoring, and building professional connections.
2. Executive Committee Meetings: Regular ALCAA executive committee meetings ensure active participation and strategic planning for the college's development, crucial for coordinating alumni efforts and maximizing their impact.

Organizational Structure

The ALCAA is governed by an executive committee consisting of a president, secretary, treasurer, and other members who manage various administrative and operational tasks, ensuring efficient functioning and effective implementation of alumni initiatives.

The alumni of Andhra Loyola College play a crucial role in its development and advancement. Through substantial financial support, active participation in academic affairs, and dedicated community engagement, they foster a dynamic and supportive educational environment. Their contributions not only enhance the college's infrastructure and resources but also enrich the academic and professional experiences of current students. The strong network and continuous involvement of alumni underscore their commitment to sustaining and elevating the legacy of ALC for future generations.

File Description	Document
Upload any additional information	View Document
Provide the 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:

Andhra Loyola College stands as a testament to exemplary institutional governance and leadership, seamlessly aligned with its noble vision and mission. From its inception, the institution has been unwaveringly committed to fostering holistic development and academic excellence, echoing the ethos of the National Education Policy (NEP).

Effective leadership, characterized by the establishment of core values and a participative decision-making process, stands as an indispensable element not only in the realization of an institution's vision, mission, and goals but also in shaping its organizational culture. The presence of formal and informal structures within the institution, harmonizing academic and administrative planning and execution, serves as a testament to the institution's dedication to the achievement of its overarching vision.

Vision of the College: To impart higher education with integral formation that involves academic excellence, spiritual growth, social commitment, and value-based leadership.

Mission: Forming men and women for others and mould them as global citizens with competence, conscience, and compassionate commitment to the socially and economically marginalized sections.

Participation in the institutional governance

Responsibilities within the governance structure are distributed in a decentralized manner, with the IQAC Coordinator, Academic Secretaries, Vice Principals, Department Heads, Coordinators, and Conveners of various associations entrusted with specific duties. Regular meetings of these committees are convened to plan, execute, monitor, and evaluate activities. Faculty members play a significant role in decision-making across various levels, and academic calendars are collectively prepared by departments to streamline activities.

National Education Policy (NEP) 2020 Implementation:

Aligned with the National Education Policy (NEP), Andhra Loyola College stands as a beacon of progressive education, actively implementing NEP mandates to enhance the quality and relevance of education. It aims to cultivate well-rounded individuals equipped to thrive in an ever-evolving global landscape. The Institution has incorporated various changes in the curriculum as per NEP. The Outcome-Based Education (OBE) with clearly state outcomes is crafted to promote student-centered active learning methodologies, fostering skill development. Students are motivated to engage in online courses offered by platforms like Coursera, SWAYAM, NPTEL, and Udemy. Short Term and Long-Term

Internships are made mandatory.

Staff are encouraged to participate in NEP related FDP's and Workshops. To further enrich the learning experience and promote multidisciplinary perspectives, students are provided the opportunity to select advanced and interdisciplinary courses through the Honor and Minor curriculum framework.

Sustained institutional growth:

The sustained growth of Andhra Loyola College is a testament to effective institutional governance and leadership. By leveraging technology, interdisciplinary collaboration, and industry partnerships, the college enhances its academic offerings and infrastructure, ensuring a dynamic learning ecosystem that prepares students for the challenges of the future.

Decentralization and Participative Management

The institute always promotes the culture of participative management by involving staff and students in various activities. The Principal allows Heads of Departments and staff members to freely engage in academic and administrative activities, including departmental tasks, workload allocation, and various Academic Activities.

To achieve the institution's perspective plan, suggestions from the IQAC, Governing Body, and Academic Council are considered along with Alumni, Students, Industry and other stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The strategic plan of Andhra Loyola College (ALC) for 2016-2026, known as "**The Ignatian Compass**," outlines a comprehensive approach to achieving excellence and fulfilling the institution's Jesuit, Catholic mission. This plan is effectively deployed through well-defined policies, a robust administrative setup, precise appointment procedures, and clear service rules.

Institutional Perspective and Deployment

The Ignatian Compass provides a clear roadmap for ALC, emphasizing the institution's commitment to education in the Jesuit tradition. This strategic plan encompasses four key priorities: Ignatian Citizenship, Ignatian Educational Innovation, Ignatian Engagement, and Ignatian Institutional Vitality and Sustainability. These priorities guide the college in fostering a holistic educational environment that integrates academic excellence with moral and spiritual development.

Administrative Setup

The administrative setup at ALC is designed to support the strategic objectives effectively. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring and enhancing the quality of education. The administrative hierarchy ensures that decision-making is both inclusive and efficient, aligning closely with the Jesuit principle of subsidiarity, where decisions are made at the most appropriate level.

Appointment and Service Rules

Appointments and service rules at ALC are governed by a transparent and merit-based system. Faculty and staff are selected through rigorous processes that ensure the recruitment of qualified and committed individuals. The institution places a strong emphasis on professional development, providing continuous training and opportunities for growth. This approach ensures that the faculty and staff are well-equipped to deliver quality education and support the college's mission.

Policies and Procedures

ALC's policies and procedures are designed to uphold the highest standards of academic and administrative excellence. These policies cover a wide range of areas, including curriculum development, research, student services, and community engagement. The college has implemented a revised undergraduate curriculum that incorporates experiential learning and interdisciplinary studies, preparing students for the complexities of the modern world.

Efficiency and Effectiveness of Institutional Bodies

The effectiveness of ALC's institutional bodies is evident in their structured approach to governance and implementation of the strategic plan. The governance model promotes collaboration and innovation, ensuring that the college can adapt to changing educational demands. The roles of deans and department chairs are clearly defined, with administrative and financial oversight responsibilities that promote accountability and continuous improvement.

The strategic plan of Andhra Loyola College is a testament to its commitment to excellence in education. The institution's well-structured policies, administrative setup, appointment procedures, and service rules ensure that it remains a leading liberal arts and science college in the Jesuit, Catholic tradition. This comprehensive approach not only enhances the efficiency and effectiveness of institutional bodies but also positions ALC for continued success and growth in the years to come.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	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:

Andhra Loyola College places a strong emphasis on effective welfare measures for its staff members.

Recognizing the crucial role they play in the institution's growth and development, the college offers a range of benefits aimed at enhancing their well-being. This includes:

Comprehensive Medical Coverage: Staff members and their families benefit from robust medical coverage, ensuring access to quality healthcare when needed. This includes health insurance coverage and provisions for medical leave and maternity leave for eligible staff members.

Financial Support: Loans are extended to both teaching and non-teaching staff, providing financial assistance when required. Additionally, the institution provides timely payment of salaries along with EPF and ESI contributions.

Professional Development: Monthly financial allowances are allocated to staff members who attain qualifications such as NET/ SET/ M.Pill, and PhD, incentivizing academic enrichment and career progression. Furthermore, faculty development programs (FDP) and skill development courses are regularly organized to enhance the expertise of teaching and non-teaching staff.

Health and Wellness Initiatives: The institution actively promotes health awareness through initiatives such as medical awareness campaigns, regular health check-up camps, and blood donation camps. A dispensary is also available on campus to address immediate medical needs.

Staff Facilities: Dedicated quarters are provided for non-teaching staff, ensuring comfortable living accommodations. Additionally, internet and free Wi-Fi facilities are available campus-wide for staff convenience.

Recreational and Social Activities: Teaching and non-teaching staff associations organize picnics and other recreational activities, fostering a sense of camaraderie and well-being among staff members.

Recognition and Incentives: Staff members are honored for their research contributions through a research incentive scheme. Additionally, gratuity is provided to employees as a token of appreciation for their service to the institution.

Women Empowerment: A Women Cell is established to create opportunities for women staff members to thrive and succeed within the institution.

Professional Development Opportunities: Financial assistance is provided for travel and participation in national/international workshops and conferences, allowing staff members to stay abreast of latest developments in their respective fields.

Research Infrastructure: The institution provides state-of-the-art facilities including computers, laboratories, and dedicated research spaces, enabling staff members to conduct research and scholarly activities effectively.

Skill trainings are organized for non teaching staff to enhance their skills in work environment.

Avenues for career development/progression

Moreover, the institution is committed to fostering a culture of continuous learning and growth through various avenues for career development and progression. Academic incentives such as research grants,

conference sponsorships, and opportunities for professional development workshops empower staff members to stay updated with the latest advancements in their respective fields. Furthermore, avenues for career progression are abundant, with Orientation programs, FDP training, and Workshops to those seeking to advance their careers within the institution. Through its robust performance appraisal system, effective welfare measures, and comprehensive avenues for career development and progression, the college ensures that its staff members are not just employees but active partners in its journey towards excellence.

File Description	Document
Upload any additional information	View Document
Provide the 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: 16.19

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
23	10	51	66	27

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	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/workshops 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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 13.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	29	52	24	26

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 (data template)	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

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

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

Response:

Andhra Loyola College is very transparent and accountable in mobilization and optimal utilization of resources. It has initiated a strong mechanism which has enabled adequate and strict budgetary rules to meet various needs of the college. The Principal and the Finance Committee, regulate financial process, prepare budget, mobilize resources, monitor expenditures, maintain accounts, internal verification and external audit. The institution has generated reserves which are used for new and important projects or where the revenue generation falls short. As per the availability of funds, the Management plans for regular repairs and maintenance of infrastructure.

Government Funds: The institution has received Central Government funds such as DST/FIST, DBT Star College fund, funds for Bachelor in Vocational Studies.

Non-Government Funds: Funding from some donors and alumni is another major funding. Endowment Scholarship (set up over decades with the help of benefactors) and a Student Beneficiary Fund that is supported by contributions from well-wishers, takes care of students with limited financial resources and enables them to pursue the academic programmes of their choice. In a like manner, HEPSN (Higher Education for Persons with Special Needs) which works for differently abled students, generates its own funds. More efforts are put by the management to generate these nongovernment funds.

The Institute carries out the Internal & External Audit regularly. Both examine the critical process from

beginning to the end in a financial year, i.e., from Admission of the students, HR & Payroll, Procurement, Fixed Asset Management & Financial Accounting, and Revenue Recognition & Statutory Compliance on yearly basis.

The financial audit report of the institute is prepared and submitted on time with the income tax department every year within the stipulated filing date.

Internal Audit is to verify the process of the financial systems which are as per norms and if there are any deviations in the current process, they will provide us the solutions to improve the current systems.

The internal audit also recommends enhancing the current systems policy with the present leading best practices among the education intuitions.

The motive for conducting statutory audit is to review the overall financial administration aspects of the institute to ensure the correctness of the financial statements of the institute and ascertain that it is in line with the standard accounting policies.

OPTIMAL UTILIZATION OF RESOURCES

Academic Programs:

- Procurement of academic resources such as textbooks, journals, and digital learning materials.
- Organization of seminars, workshops, and conferences to enrich academic experiences.

Infrastructure Development:

- Construction and maintenance of classrooms, laboratories, libraries, and other academic facilities.
- Upgrading campus infrastructure, including roads, landscaping, and utilities.
- Investment in IT infrastructure, including computer labs, Wi-Fi networks, and software licenses.
- Renovation and modernization of existing buildings and facilities.

Student Services:

- Management Scholarships and Mid Day Meals to support students from economically disadvantaged backgrounds.

Faculty Development:

- Professional development opportunities such as workshops, seminars, and conferences.
- Seed money to support faculty research projects and scholarly activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 792.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
228.13	216.05	10.29	240.91	97.61

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Andhra Loyola College (ALC) maintains rigorous internal and external financial audit processes to ensure transparency, accountability, and compliance with statutory requirements. These audits scrutinize all critical processes from student admissions to statutory compliance, ensuring the integrity of financial management across the institution.

Internal Audits

Conducted by: Jesuit Province Society

Scope and Process:

Internal audits at ALC are conducted annually by the Jesuit Province Society. The scope covers:

1. HR & Payroll: This includes the recruitment process, publishing job notifications, receiving applications, payroll processing, training of new recruits, and performance appraisals.
2. Procurement: This involves verification of quotations from vendors, and invoice verification bill payment.
3. Fixed Asset Management: This involves reviewing capital expenditures, fixed asset accounting (including depreciation).
4. Financial Accounting: This covers accounts payable, accounts receivable, general ledger, cash and bank balances, and year-end financial statement closure.
5. Revenue Recognition: This includes verifying fee receipts and the collection of various fees such as tuition, exam, hostel fees, and other incidental income.

Mechanism for Settling Internal Audit Objections:

1. Identification and Documentation: Internal auditors identify and document any discrepancies or deviations.
2. Discussion and Action Plan: The Audit Committee reviews the findings, discusses them with relevant departments, and develops an action plan to address the issues.

External Audits

Conducted by: Brahamayya & Co

Scope and Process:

External audits are conducted annually by Brahamayya & Co., focusing on the following:

1. Comprehensive Financial Review: This includes all aspects covered in internal audits, with an added emphasis on verifying the accuracy and fairness of the financial statements.
2. Voucher Entries Review: The auditors examine voucher entries such as receipts, payments, cash entries, and journals to ensure compliance with standard accounting practices.
3. In-depth Review of Incomes and Expenditures: The statutory audit reviews all income and expenditure to ensure they adhere to standard accounting policies.
4. Statutory Compliance Verification: This includes a detailed review of statutory remittances and compliance with various financial regulations.

Mechanism for Settling External Audit Objections:

1. Audit Report Submission: External auditors prepare a detailed report on their findings, which is submitted to the college management.
2. Management Response: The management reviews the report, addresses any audit objections, and prepares a formal response outlining the actions taken to resolve the issues.
3. Implementation of Recommendations: Corrective measures are implemented based on the auditors' recommendations.
4. Follow-up Audits: Follow-up audits are conducted to verify the implementation of corrective actions and ensure ongoing compliance.

Financial Audit Report Submission

ALC ensures that the financial audit report is prepared and submitted on time to the income tax department every year within the stipulated filing date. This practice underscores the college's commitment to maintaining robust financial governance and accountability.

ALC approach to comprehensive audit mechanisms and proactive resolution of audit objections highlight the college's commitment to adhering to standard accounting policies and enhancing financial practices. This rigorous auditing process supports the institution's mission of academic excellence and operational efficiency.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Institutionalizing quality practices through the Internal Quality Assurance Cell (IQAC) is crucial for enhancing the academic and administrative performance of higher education institutions. Below are two significant practices institutionalized as a result of IQAC initiatives, reflecting their impact on NAAC Criterion 6: Governance, Leadership, and Management.

1. Comprehensive Academic Audit System

The IQAC has developed a robust Academic Audit System designed to evaluate and enhance the quality of academic processes and outcomes. This system involves regular and systematic reviews of all academic activities, including curriculum design, teaching methodologies, faculty performance, research output, and student feedback.

Curriculum Review: Regular updates to the curriculum to keep it aligned with industry standards and emerging trends.

Teaching Methods: Adoption of innovative teaching methodologies such as flipped classrooms, blended learning, and experiential learning.

Faculty Development: Continuous professional development programs for faculty to enhance their teaching and research capabilities.

Student Feedback: Structured mechanisms for collecting and analyzing student feedback on Curriculum

Research Evaluation: Monitoring and encouraging research activities

Outcomes:

Enhanced Quality of Education: Improved curriculum and teaching methods leading to better learning outcomes for students.

Faculty Empowerment: Increased faculty engagement in professional development, resulting in higher teaching standards and research productivity.

Stakeholder Satisfaction: Higher satisfaction levels among students and parents due to improved academic practices and infrastructure.

2. Technology-Enhanced Learning and Administration

The IQAC has championed the integration of technology in both academic and administrative functions. This initiative includes the deployment of Learning Management Systems (LMS), the establishment of smart classrooms, and the digitization of administrative processes.

Learning Management Systems (LMS): Platforms like google classrooms are used to deliver online

courses, manage assignments, and facilitate communication between students and faculty.

Smart Classrooms: Classrooms equipped with interactive boards, projectors, and other digital tools to enhance the learning experience.

E-Governance: Implementation of e-governance modules for admissions, attendance, examination management, and other administrative tasks.

Virtual Libraries: Digital libraries providing access to a vast array of academic resources, including e-books, journals, and research databases.

Online Feedback Systems: Digital platforms for collecting feedback from students, faculty, and other stakeholders.

Outcomes:

Improved Access to Resources: Students and faculty have access to educational materials and e-resources by College library, facilitating continuous learning.

Administrative Efficiency: Streamlined administrative processes reduce paperwork and increase operational efficiency.

Enhanced Learning Experience: LCD based ICT classrooms make learning more interactive and engaging.

The implementation of these practices has significantly contributed to the institution's pursuit of excellence, aligning with NAAC Criterion 6. The Comprehensive Academic Audit System ensures a culture of continuous improvement and accountability, while Technology-Enhanced Learning and Administration streamlines operations and enriches the educational experience. Together, these initiatives reflect the institution's commitment to quality enhancement and effective governance.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

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

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

Response:

1. Curriculum Review and Enhancement

The IQAC facilitated a comprehensive curriculum review process that involved multiple stakeholders, including faculty, industry experts, alumni, and students. The review aimed to make the curriculum more relevant, dynamic, and responsive to the changing demands of the job market and advancements in various fields of study.

Workshops and brainstorming sessions were organized to redesign the curriculum, incorporating feedback and suggestions from stakeholders.

Approval and Implementation: The revised curriculum was presented to the Academic Council for approval and subsequently implemented across all relevant programs.

Innovations Introduced:

Interdisciplinary Courses: Introduction of interdisciplinary courses to provide a holistic education and foster critical thinking.

Skill-Based Modules: Incorporation of skill-based modules and hands-on projects to enhance practical knowledge and employability.

Industry-Linked Courses: Collaboration with industry partners to design courses that include real-world case studies, internships, and live projects.

Continuous Assessment: Shift from traditional end-semester examinations to a more continuous assessment model that includes quizzes, assignments, presentations, and practical evaluations.

Outcomes:

Enhanced Employability: Students acquired skills and knowledge that are directly applicable in the workplace, leading to better job placements and career prospects.

Academic Excellence: Improved student performance and engagement due to a more relevant and engaging curriculum.

Stakeholder Satisfaction: Positive feedback from students, alumni, and employers regarding the relevance and quality of the education provided.

1. IGNATIAN PEDAGOGICAL PARADIGM

IQAC made the characteristics of ALC education realized in the classroom through an appropriate methodology called the Ignatian Pedagogical Paradigm (IPP). This helps incorporate values, principles, and guidelines, as spelt out in the characteristics, in actual classroom teaching.

Learning is made student-centric at ALC by experimenting with new teaching-learning and evaluation methods over the years. The staff is adequately trained in the use of the 'Ignatian (Integrated) Pedagogical Paradigm' in the classroom for involving learners in the teaching-learning process. It involves the steps of Context, Experience, Reflection, Action, and Evaluation.

This not only promotes involvement of the learners by relating what they have learned to actual experience but also encourages various skill of reflection such as analysis, synthesis, application, and evaluation.

The whole pedagogy provides the learners with an intrinsic motivation to learn. This process makes learners perceive the relevance of what they learn. It also makes use of their skills of reflection and evaluation.

This pedagogy further provides the learners with a framework within which they can make appropriate value choices.

Apart from this pedagogy, peculiar to our way of teaching-learning, we also adopt other methods to keep the learner actively engaged in the classroom such as task-based and problem-solving exercises in the classroom. We thus go beyond the texts proposed and make the learning student-centric.

IQAC made further departure from the customary chalk-and-talk method by encouraging students to present seminar papers as part of the assignment component in the Continuous Internal Assessment (CIA) and involving them in role-plays and case-study analysis.

IQAC has significantly contributed to the enhancement of the teaching-learning environment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: B. Any 4 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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Gender Audit is materialised through the Womens' Cell which promotes gender equality and create a supportive environment for girl students. The women's cell organizes several programmes every year for girl students to

? Educate them about women rights and empowerment

? Make them physically and mentally strong

? Sensitize them about gender discrimination and challenges to face

? Conduct competitions to girl students such as elocution, poster preparation and essay writing on women issues

? Motivate and develop confidence in them

? Establish Internal Complaints Committee

Health and Hygiene Programs:

Women's cell organizes awareness programs on Health and Hygiene for girl students explaining different types of hygiene such as personal hygiene for keeping the body healthy and clean and social hygiene to prevent infections and avoid breaking of epidemic diseases. Arranging health camps, awareness programs, and workshops on women's health issues, including reproductive health, mental health, and well-being. These programs aim to promote overall well-being among female students and staff.

Counseling and Support Services: Providing counseling and support services to female students and staff members who may face challenges related to harassment, discrimination, or personal issues. Women's cell has trained counselors who offer confidential support and guidance.

Collaboration with External Organizations: Collaborating with government agencies, NGOs, and other external organizations working in the field of women's rights and empowerment. In Collaboration with SAFE Step Ahead for Equality, YesJ, APCOST, Federation of Obstetric and Gynecological societies, the

Women Cell conducted several awareness programs and Competitions.

Skill Development Initiatives: Arranging skill development programs, vocational training, and entrepreneurship workshops to enhance the employability and economic empowerment of women.

Policy Advocacy: Advocating for gender-sensitive policies and institutional reforms to address issues such as gender pay gaps, maternity leave policies, and gender representation in decision-making bodies.
Awareness Workshops and Seminars: Organizing workshops, seminars, and talks on gender issues, women's rights, and empowerment to raise awareness among students, faculty, and staff.

These events provide a platform for dialogue and learning about gender-related issues.

Gender Sensitization Programs: Conducting programs to sensitize the campus community towards gender stereotypes, biases, and discrimination prevalent in society.

The various programs conducted by Women's Cell

- i. "Women & Crisis Management- Preparedness, Life Skills to Overcome"
- ii. "Dheera - Violence against Women"
- iii. 'Creating Awareness on Hacking to Protect Young Girls'
- iv. SAY NO TO GENDER.
- v. "Women Empowerment and Entrepreneurship"
- vi. "Gender Equality – Soul Of Liberty"
- vii. "Disha App"
- viii. "International day of elimination of violence against women"
- ix. "Sexual harassment"
- x. International Women's Day - THE OAR TO SUCCESS– SELF ACCEPTANCE
- xi. "Choose to Challenge"

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	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

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

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

Response:

ALC is committed to maintaining cleanliness, promoting sustainability, and fostering a healthy environment through comprehensive waste management practices. The institution's policy, based on the principles of "Reduce, Recover, Recycle, and Reuse," aims to make the campus a zero waste zone.

Solid Waste Management

ALC has implemented an effective solid waste management system focusing on segregation, collection, and recycling:

Segregation: Biodegradable and nonbiodegradable waste is collected separately using color-coded garbage bins placed across the campus. This encourages proper disposal practices among students and staff.

Recycling Initiatives: Dry waste, such as paper, plastic, glass, and metal, is given to Suraj Krishna Greenaries, an authorized agency of ITC, for recycling. Leaf litter is allowed to decompose naturally onsite to enrich the soil quality.

Awareness Programs: The institution conducts workshops and campaigns to educate the campus community about the importance of waste management and the benefits of recycling and composting.

Liquid Waste Management

Sanitary Waste: Washroom wastes are directed to a septic tank system, ensuring safe and hygienic disposal.

Laboratory Effluents: Effluents from laboratories are channeled into separate underground tanks. These tanks are designed to prevent harmful chemicals from escaping into the environment.

Biomedical Waste Management

ALC generates minimal biomedical waste, it has specific facilities for safe disposal:

Sanitary Napkins: An incinerator in the Girls' waiting hall is used to dispose of sanitary napkins safely. This method prevents the biomedical waste from contaminating other waste streams.

eWaste Management

eWaste is managed systematically to ensure environmentally friendly disposal:

Recycling Partnership: ALC has an MoU with TESAMM, a specialist in recycling e-waste. Nonusable or nonreparable waste is periodically sold to scrap dealers for safe recycling.

Collection and Segregation: Electronic waste is collected and stored until sufficient quantity is accumulated for bulk disposal, ensuring efficient and responsible e-waste management.

Waste Recycling System

The college has established robust systems for recycling various types of waste:

Recyclable Materials: Items such as paper, plastic, glass, and metal are collected and given to authorized

recycling agencies. This process helps in reducing the volume of waste sent to landfills and promotes the sustainable use of resources.

Administrative Digitization: To minimize paper usage, the administrative office has adopted digitization practices. This initiative significantly reduces paper waste and promotes a paperless working environment.

Hazardous Chemicals and Radioactive Waste Management

While ALC does not typically handle radioactive waste, it manages hazardous chemical waste with care:

Chemical Waste: Hazardous chemicals from laboratories are collected separately and stored in secure underground tanks. This practice ensures that no harmful substances contaminate the environment or pose a risk to human health.

ALC's comprehensive waste management strategies reflect its commitment to sustainability and environmental stewardship. By employing a variety of methods to handle solid, liquid, biomedical, and electronic waste, and by promoting recycling and safe disposal practices, ALC ensures a clean and healthy campus environment. The continuous efforts in educating the campus community about waste management further reinforce the institution's dedication to environmental awareness and sustainable living.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	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

7.1.5

Green campus initiatives include

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

Response:

ALC is dedicated to promoting environmental sustainability, reducing carbon footprints, and fostering eco-consciousness within the campus community through its Green Campus Initiative.

Restricted Entry of Automobiles

To minimize vehicular pollution and promote a cleaner campus environment, ALC restricts the entry of automobiles. Outside vehicles are not allowed on campus, and the movement of vehicles is closely monitored and controlled by security personnel at the main gate. Faculty and student vehicles are parked in designated areas away from the main campus to reduce congestion and emissions within the campus.

Use of Bicycles

While not explicitly mentioned in the provided details, promoting the use of bicycles would be a logical extension of ALC's commitment to sustainability. Encouraging these modes of transport can significantly reduce the campus's carbon footprint and promote a healthier, more active lifestyle among students and staff.

Pedestrian-Friendly Pathways

ALC has invested in creating pedestrian-friendly pathways to encourage walking and ensure the campus is accessible to everyone. These pathways are tiled and cemented, providing safe and convenient routes for pedestrians. Additionally, tactile paving for the visually impaired and ramps for physically challenged individuals ensure inclusivity and ease of mobility across the campus.

Ban on the Use of Plastics

The college has a strict no-plastic policy, prohibiting single-use plastics such as polythene bags and plastic water bottles. Thermocol-based cutlery is also discouraged. Signage around the campus reinforces this policy, promoting waste segregation and educating the campus community about the environmental impact of plastic waste.

Landscaping with Trees and Plants

ALC campus features a variety of flora, including fruit-bearing banana and jackfruit trees, as well as vegetable gardens maintained by the Department of Agriculture. These gardens grow crops like brinjal, tomato, ridge gourd, bottle gourd, and lady finger. Additionally, the campus is home to several medicinal plants, enhancing the ecological diversity and educational value of the campus environment.

Sustainable Infrastructure Development

The college has installed energy-efficient systems and renewable energy sources, such as solar panels, to minimize energy consumption. Water conservation measures, including rainwater harvesting are implemented to reduce water usage and promote sustainability.

Environmental Education and Research

ALC integrates environmental education into its academic programs, offering courses in agriculture, renewable energy, environmental science, conservation biology, and environmental policy.

Waste Reduction and Recycling Programs

ALC has established recycling centers and composting facilities on campus.

Energy Conservation and Efficiency Measures

Upgrading to energy-efficient lighting systems and optimizing HVAC systems are key strategies employed to enhance energy efficiency on campus.

Promoting Environmental Awareness

ALC displays numerous signboards around the campus promoting environmental awareness and ethics. These signs address noise control, tobacco-free policies, plastic bans, energy conservation, recycling, and tree plantation, reinforcing the college's commitment to creating an environmentally conscious campus community.

Through restricted automobile access, pedestrian-friendly infrastructure, plastic bans, extensive landscaping, sustainable infrastructure development, and comprehensive environmental education, ALC is fostering a culture of eco-consciousness and ensuring a healthier, greener future for its students and staff.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	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

7.1.7

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

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

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

Response:

ALC is committed to providing a supportive and inclusive environment for differently-abled (Divyangjan) students, ensuring a barrier-free campus that facilitates their academic and personal growth.

1. Infrastructure and Accessibility:

ALC has implemented various infrastructural enhancements to ensure accessibility for differently-abled students:

Pedestrian-Friendly Pathways: The campus features tiled and cemented pathways, tactile paving for visually impaired individuals, and ramps for physically challenged students, ensuring ease of movement and accessibility.

Designated Facilities: Specially designated accessible facilities like restrooms ensure convenience for differently-abled individuals.

2. Academic and Technological Support:

ALC leverages technology to support visually and physically challenged students:

Computer-Aided Learning: The visually challenged students are provided with computers and scanners equipped with specialized software such as NVDA (NonVisual Desktop Access) to read regular books and access internet resources for learning.

Workshops and Training: Workshops such as the Android Mobile Workshop and Google Application Training are organized to help visually impaired students use technology effectively for accessing e-resources and attending online classes.

3. Scholarships and Financial Assistance:

ALC actively organizes scholarships and financial aid to support differently-abled students:

Help the Blind Foundation (HBF): Scholarships amounting to Rs 4.05 lakhs were distributed to 36 visually challenged students from various colleges during 2022-23.

Samarthanam Trust: Scholarships totaling Rs 3,57,050 were provided to 18 ALC students with disabilities and economic challenges.

4. Collaborations and Partnerships:

ALC collaborates with several organizations to enhance support for differently-abled students:

Enable India: An MoU with Enable India Bangalore has facilitated computer training and placement assistance for visually impaired students.

NGO Partnerships: Collaborations with NGOs like Help the Blind Foundation, Enable India, and Samarthanam Trust provide essential resources and training.

5. Volunteer Services:

Scribe Assistance: Volunteers provide scribe assistance during examinations, including government exams, ensuring that students receive the necessary support to perform well academically.

Multifarious Services: Volunteers offer a range of services to enhance the academic and personal experiences of differently-abled students.

6. Skill Development and Workshops:

ALC conducts various workshops and training programs to equip differently-abled students with essential skills:

Telugu Typing Workshop: A month-long workshop in October 2020 trained 35 visually impaired students in Telugu typing.

National Workshops: HEPSN organized a National Online Workshop on "Persons with Disabilities in Higher Education: Inclusion & Employment" in collaboration with Youth4Jobs Foundation.

7. Exam-Writing Innovations:

Innovative approaches are encouraged to support differently-abled students in examinations:

Laptop Usage for Exams: Jayakanth, a visually challenged student, wrote his exam using a laptop without the assistance of a scribe, marking a significant milestone in providing independent examination capabilities.

8. Educators' Development Programs:

ALC emphasizes the importance of educator training to create an inclusive learning environment:

Disability Awareness and Sign Language Workshops: Programs such as Disability Awareness-Level 1 and Sign Language Workshop-Level 1 were organized to educate faculty and staff on effectively supporting differently-abled students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

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

Response:

ALC is dedicated to fostering an inclusive environment where individuals from diverse backgrounds feel valued and respected. ALC promotes cultural, regional, linguistic, communal, and socio-economic inclusivity, creating a vibrant and enriching learning environment.

Cultural Inclusivity

Celebration of Cultural Events:

Ethnic Day: Celebrated to showcase the cultural diversity and heritage of different ethnic groups, fostering mutual respect and understanding among students.

Spandana and Sphoorti: These cultural festivals highlight the contributions of various ethnicities and cultures, incorporating diverse perspectives into the curriculum and extracurricular activities.

Global English Fest: Organized by the Department of English, this State Level Academic and Cultural Fest encourages students to explore global cultures through the medium of English literature and arts.

Telugu Bhasha Dinotsavam: The Department of Telugu commemorates the birth anniversary of Gidugu Rama Murthy Panthulu, celebrating the Telugu language and its heritage.

Hindi Diwas: The Department of Oriental Languages marks Hindi Day to emphasize the global importance of the Hindi language.

Valmiki Jayanthi: Celebrated by the Department of Oriental Languages to advocate the ancient relationship between students and teachers, highlighting the cultural heritage of ancient education systems.

Religious Inclusivity

Providing prayer spaces and accommodating religious practices.

Promoting unity and respect among students from diverse religious backgrounds through various interfaith activities and discussions.

Socio-Economic Inclusivity

Offering financial aid and scholarships to students from disadvantaged backgrounds to ensure equal access to education.

Initiatives like AICUF, YESJ, and the SC/ST Cell provide platforms for students from different socio-economic backgrounds to connect, collaborate, and support each other.

Linguistic Inclusivity

Telugu Bhasha Dinotsavam and Hindi Diwas: Celebrations that emphasize the importance of regional languages and promote linguistic diversity.

Special Care for Non-Native Students: With 5% of the student body comprising non-native speakers, ALC takes extra measures to ensure their well-being and integration into the campus community.

Community Engagement and Social Inclusion

International Women's Day: Collaborated with government agencies, NGOs, and other organizations to create a supportive environment for girl students and promote women's rights and empowerment.

Abilities Day: Celebrated to bring out the latent talents of visually-impaired students, promoting their inclusion and participation in campus activities.

State Level Conference for Field Level Women Workers: Organized in collaboration with the Dalit Bahujan Resource Center to support and recognize the efforts of women sanitation workers.

District Level Care Leavers Association Meet: Focused on supporting street children and child welfare, involving NGO representatives in discussions and activities.

World AIDS Day: ALANA and the Red Ribbon Club hosted a Nutrition Support Programme for People Living with HIV/AIDS, demonstrating the college's commitment to health and social welfare.

Promoting Physical and Mental Well-being

Fit India Freedom Run: Part of the Azadi Ka Amrit Mahotsav, encouraging physical fitness and national pride.

One Day Seminar on Socio-Economic Development of SCs & STs: Addressed issues, challenges, and the way forward for the socio-economic development of marginalized communities.

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

7.1.9

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

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

Response:

ALC prioritizes the sensitization of its students and staff to the values, rights, duties, and responsibilities enshrined in the Indian Constitution. This commitment is integral to fostering a culture of civic responsibility, promoting democratic principles, and ensuring social justice.

Incorporating Constitutional Studies into the Curriculum

ALC integrates the study of the Indian Constitution into various academic disciplines, including political science, history, and value education. This involves offering courses, seminars, workshops, and guest lectures focusing on constitutional principles, values, and provisions. By embedding these studies into the curriculum, students gain a foundational understanding of their rights and duties as citizens.

Interactive Workshops and Seminars

The college organizes interactive workshops, seminars, and panel discussions on constitutional topics. These events provide platforms for meaningful dialogue and critical thinking about issues related to citizenship, rights, and governance. Guest speakers, experts, and activists share their insights, fostering a deeper understanding of democratic principles and civic duties among students and staff.

Awareness Campaigns and Outreach Programs

ALC launches awareness campaigns and outreach programs to educate the campus community about their rights and responsibilities. These initiatives include distributing informational materials, organizing voter registration drives, promoting civic engagement, and facilitating community service projects (CSP) that address pressing social issues. Such programs encourage active participation in democratic processes and community development.

Student Organizations and Clubs

Encouraging the formation of student organizations and clubs focused on constitutional rights, social justice, and civic engagement is a key strategy at ALC. Groups such as NSS, NCC, NGC, ALANA,

ALERT, and DOVE organize events, campaigns, and initiatives to raise awareness about constitutional values and promote active citizenship within the campus community. These organizations provide platforms for students to collaborate, advocate, and mobilize around important issues.

Partnerships with Civil Society Organizations

Collaborating with civil society organizations such as the Indian Red Cross Society, NavjeevanBalabhavan, Municipal Corporation High Schools, Dalit Bahujan Resource Center, Child Rights Advocacy Foundation, and Loyola Integrated Tribal Development Society (LITDS) facilitates experiential learning opportunities for students and staff. Community service projects, internships, research projects, and community-based initiatives address issues related to constitutional rights, social justice, and public policy. These partnerships provide practical exposure and deepen the understanding of constitutional principles.

Celebrating Days of Importance

ALC celebrates various important days associated with historical events and social issues to raise awareness and deepen understanding of relevant topics. Celebrations such as Yoga Day, Independence Day, Republic Day, NSS Day, NCC Day, National Unity Day, Gandhi Jayanthi, National Constitution Day, International Women's Day, World AIDS Day, World Environment Day, and National Voters Day, among others, foster a sense of national pride and civic duty. These events create a positive atmosphere on campus, enhance morale, and promote the overall well-being of students.

ALC ensures that its community is well-informed and actively participates in India's democratic process. This comprehensive strategy contributes to the advancement of democracy, human rights, and the rule of law, preparing students and staff to be responsible and engaged citizens.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

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

Practice 1: Youth Empowering Service – Jesuits (YES-J)

Objectives of the Practice

The "Youth Empowering Service – Jesuits (YES-J)" initiative aims to empower disadvantaged youth in Andhra Pradesh by providing support and guidance to help them realize their potential and create better futures. The objectives are to harness their talents and energies, instill hope and courage, and build a support system for meaningful lives. The principles include belief in the inherent potential of all youth and the conviction that with proper support, they can become agents of positive change.

Context

Many young people in Andhra Pradesh face systemic social injustices like caste discrimination, gender

bias, and economic disparity, limiting their access to opportunities. These social inequities, coupled with a lack of resources, hinder their personal and professional development. Economic barriers, characterized by high levels of poverty and unemployment, restrict their ambitions and financial independence, perpetuating a cycle of disadvantage.

Educational gaps exacerbate these challenges, as inconsistent quality of education and limited access to higher education opportunities leave marginalized youth ill-prepared for competitive job markets and advanced studies. Additionally, the psychological impact of their environments, including a lack of hope and self-belief, diminishes their sense of empowerment and self-worth, making it difficult for them to envision and strive for a better future. YES-J addresses these multifaceted challenges with comprehensive and sustained efforts to create an equitable environment for all young people to thrive and realize their full potential.

The Practice

YES-J is notable for its holistic approach to youth development and commitment to social justice and inclusivity. It emphasizes:

Personal Development:

Social Responsibility:

Inclusivity and Diversity:

Support System:

Evidence of Success

YES-J has demonstrated considerable success through various activities:

Flash Mob Program: Engaged 20 volunteers in a significant event promoting patriotism.

Personality Development Workshop: High participation and engagement from Nirmala High School students, emphasizing character building and accountability.

Soft Skills and Life Skills Workshops: Conducted for over 105 rural youth, focusing on personal and professional development, achieving high engagement and positive feedback.

Motivational Workshops: The "Summer Shapes" program engaged students from LKG to 10th grade, enhancing communication skills and personal development.

Problems Encountered and Resources Required

As a non-profit initiative, YES-J faces limited financial resources, restricting the scope and reach of its programs. Financial limitations hinder its ability to expand its impact, develop new initiatives, and provide comprehensive support to all deserving youth. These challenges pose significant barriers to fully realizing its vision of empowering young people in Andhra Pradesh.

Adoption of YES-J Model

Adopting the YES-J model in other institutions involves creating a supportive environment nurturing young people's potential regardless of their backgrounds. Key practices include offering holistic development programs that emphasize personal growth, social responsibility, and academic excellence. Establish robust support systems with mentorship, counseling, and peer networks to build confidence and resilience. Engage students in community service and social justice projects to foster empathy and societal commitment. Prioritize inclusivity, provide necessary resources, and encourage diverse aspirations to empower youth to realize their dreams and drive meaningful change

Practice 2:

Andhra Loyola Extension Service for Rural Transformation (ALERT) and Andhra Loyola Assistance for Neighborhood Advancement (ALANA)

Objectives of the Practice

ALERT aims to achieve rural transformation through three distinct strategies:

Locality Development (Bottom-Up): Students collaborate with local residents, providing support and expert knowledge to foster empowerment and change.

Social Planning (Top-Down): Students utilize technical skills in data collection and analysis to guide and control development processes, presenting systematic reports to relevant authorities.

Social Action (Inside-Out): Focuses on organizing overlooked community segments to advocate for their rights and ensure their needs are addressed.

ALANA focuses on transferring knowledge benefits to the urban neighborhood, particularly targeting school-going children. It aims to induce voluntary behavioral changes through educational processes, emphasizing technological, research, and professional dimensions.

Context

The College strives to form men and women with compassionate commitment, which is reflected in its extension activities. ALERT, specifically designed for rural transformation, extends classroom learning into the neighborhood, instilling a sense of compassionate commitment in students. ALANA, introduced in the 2012-2013 academic year, is part of the College's Golden Jubilee initiative, aimed at community-based empowerment and extension services for first-year degree students.

The Practice

Live-in Camps by ALERT: Students experience rural realities firsthand, fostering a sense of belonging and community. Working alongside local residents, they develop values of compassionate leadership and

committed companionship. Exposure to community problems and atrocities against marginalized sections sensitizes students to social issues.

Social Planning Strategy: Students learn technical problem-solving aspects, enhancing their skills in data collection, analysis, presentation, and communication. Guiding the development process hones their technical and persuasive abilities.

Social Action Strategy: Students organize overlooked community segments to advocate for their rights and needs. This inculcates a habit of standing up for their rights, engaging with local administration, and emphasizing social justice and community empowerment.

ALANA's Impact: Students develop leadership qualities, cooperation, collaboration, and a sense of responsibility. They cherish values of sharing and giving through community engagement.

Self-help Groups:

The College has identified six villages, mostly dalit-habitats, where women are motivated to form Self-Help Groups (SHGs) for economic empowerment. These groups receive loans with subsidies, eventually creating a revolving fund from their savings for internal loans. SHGs engage in small vocations like animal husbandry, tailoring, gold covering work, and petty businesses, leading to self-reliance and income generation.

Evidence of Success

Participation in ALERT and ALANA programs has fostered a deep sense of compassionate commitment and respect among students. Through mandatory community engagement, students gain hands-on experience with diverse social issues, fostering empathy and understanding. Consistent involvement allows them to build lasting relationships and witness the tangible impact of their efforts, nurturing a strong sense of responsibility and a service-oriented mindset.

Problems Encountered and Resources Required

- Adjusting regular classroom hours
- Transportation
- Motivating the local community

Adoption of Best Practice Model

To adopt a community engagement scheme, institutions should:

Establish clear objectives like fostering empathy and promoting social responsibility

Develop structured programs with specific themes such as environmental conservation or social justice.

Make participation mandatory and integrate it into course credits or graduation requirements.

Build partnerships with local organizations for diverse service opportunities.

Provide mentorship and support from faculty.

Incorporate reflection sessions for students to process their experiences.

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:

Andhra Loyola College exemplifies a distinct approach to education that integrates academic excellence with social responsibility, ethical grounding, and an emphasis on employability and entrepreneurship. The institution's commitment to a holistic educational experience fosters a promising career for its students.

Curriculum Aligned with Developmental Needs

The curriculum at Andhra Loyola College is crafted to meet the diverse educational standards and cater to the varying demands of today's job market. The college offers a broad spectrum of courses across multiple departments, each designed to ensure students are well-prepared for their future careers.

Agriculture and Biological Sciences: The Departments of Agriculture and Biological Sciences provide students with practical knowledge about regional crops, soil conditions, irrigation systems, and environmental issues. These courses not only focus on local agricultural practices but also incorporate global agricultural trends and technologies, enabling students to manage agricultural and biological systems effectively.

Science and Technology: In the realm of science and technology, the Departments of Microbiology, Biotechnology, and Food Technology offer programs that are internationally relevant, providing students with skills in cutting-edge technologies and scientific practices. Courses in the Department of Computer Science, such as Artificial Intelligence and Big Data, are essential for tech-driven careers in various sectors, including technology, healthcare, and finance.

Professional and Vocational Training: The Departments of Hotel Management, Aviation, and Electronics offer skill-based programs that refine both technical and managerial abilities necessary for success in competitive industries.

Business-oriented Programs: The Departments of Commerce, BBA, MBA, and MCA train students to lead teams, innovate as entrepreneurs, and acquire specialized skills for the banking and insurance sectors. The curriculum also explores opportunities in e-commerce, aligning with modern business practices and digital commerce trends.

Emphasis on Value-added and Life Skill Courses

In addition to specialized programs, Andhra Loyola College places significant importance on value-added and life skill courses such as Environmental Studies, Disaster Management, Public Relations, Personality Development, Leadership, Social Work Methods, Performing Arts, and Gender Equality. These courses aim to cultivate a comprehensive understanding of human values and professional ethics, which are crucial for personal development and societal contribution.

Continuous Curriculum Updates

The curriculum is continuously updated based on feedback from faculty, stakeholders, subject experts, and students. This iterative process ensures that the syllabi remain relevant and are enhanced to strengthen skill sets that improve employability and meet industry requirements.

Focus on Employability, Entrepreneurship, and Skill Development

Andhra Loyola College offers a comprehensive array of programs designed to enhance employability, foster entrepreneurship, and develop essential skills among students. Among the 38 programs provided, 30 focus specifically on these areas. Notably, four apprenticeship-embedded degree programs are established in partnership with the Logistics Sector Skill Council and the Retail Association Sector Skill Council, both part of the National Skill Development Corporation.

Employability: Programs such as B.Sc in Microbiology and B.Sc in Food Technology equip students with specialized scientific skills in high demand in the healthcare, research, and food industries. Courses like B.Sc in Computer Science with Big Data Analytics prepare students for the IT sector, where data management and software development are key skills.

Entrepreneurship: Programs like BBA in Aviation Management and BBA in Logistics Management impart business acumen and leadership skills necessary for starting and managing businesses in specific sectors. Courses like BMS in e-Commerce Operations provide foundational knowledge for venturing into online business.

Integration of Cross-cutting Issues

The institution integrates cross-cutting issues such as environmental sustainability, gender equity, professional ethics, and human values into its curriculum. This comprehensive approach ensures that students are academically proficient, socially responsible, and ethically sound in their professional and personal lives.

Environment and Sustainability: Departments like Chemistry, Botany, Microbiology, and Agriculture educate students about ecosystems, biodiversity, and environmental conservation. The Departments of Electronics and Physics contribute by teaching about alternative energy sources and energy conservation. Activities such as rural area visits, rallies, and Environmental Day celebrations reinforce the importance of environmental awareness.

Human Values and Professional Ethics: Courses like Human Values and Professional Ethics, Social Work Methods, and Rural Sociology promote cooperation, commitment, and ethical professional interactions. NSS and Red Cross units organize activities that instill a sense of community and service among students.

Gender Equity: The institution incorporates literature highlighting women empowerment and feminist characters into the curriculum of the Departments of English, Oriental Languages, and Visual Communications. The Women’s Cell offers awareness programs and counseling sessions focusing on gender issues, challenging and reshaping societal views on gender roles.

Curriculum Revision and Feedback Mechanisms

The syllabi are regularly updated to reflect the latest industry trends and technologies, based on continuous feedback from industry stakeholders and alumni. This ensures that the courses remain relevant and competitive, preparing graduates to excel in their careers and contribute meaningfully to society.

Commitment to Holistic Education

The holistic curriculum design ensures that students are equipped with technical skills and knowledge while also being prepared to address and engage with broader societal challenges. The integration of critical themes like sustainability, ethics, and gender equity helps in molding students capable of contributing positively to society and adhering to ethical standards in their professional endeavors.

Institutional Impact and Future Directions

Andhra Loyola College’s commitment to continuous improvement and adaptation to changing industry standards underscores its distinctiveness. The institution not only meets regional, national, and international educational standards but also fosters a world-class learning environment that prepares students for adaptable career paths in various fields. Through its strategic initiatives and holistic curriculum, the college ensures that its graduates are not only academically proficient but also socially responsible and value-driven leaders.

In conclusion, Andhra Loyola College's distinctiveness lies in its comprehensive and adaptive curriculum, emphasis on employability and entrepreneurship, integration of cross-cutting issues, and continuous feedback mechanisms. These elements collectively ensure that the institution remains a leader in providing a holistic and value-driven education, preparing students to meet the challenges of the modern world while contributing positively to society. The college’s dedication to academic excellence, ethical grounding, and social responsibility positions it as a unique and forward-thinking institution in the realm of higher education.

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

5. CONCLUSION

Additional Information :

SWOC analysis made us realize the importance of the immediate concerns that the College needs to address such as increasing the employability of the passing out students, improving the interaction with industry and enhancing action-oriented research activities and consultancy services.

Concluding Remarks :

Andhra Loyola College stands as a beacon of educational excellence, distinguished by its unwavering commitment to holistic student development, academic innovation, and social responsibility. Over six decades, it has established a robust reputation for providing quality education grounded in Jesuit principles. The institution's strength lies in its well-defined curriculum, responsive to contemporary educational needs, and its effective teaching methodologies supported by advanced ICT tools. The college's infrastructure, including extensive physical and digital resources, supports a conducive learning environment, fostering both academic and personal growth.

Despite challenges such as funding reductions and competition from other institutions, Andhra Loyola College continues to excel through strategic planning and a clear focus on its mission. The college's diverse program offerings, strong alumni network, and commitment to community service distinguish it from other institutions. Moreover, the integration of value-based leadership, ethical education, and a focus on inclusivity and diversity further enhance its appeal.

The SWOC analysis highlights areas for improvement, particularly in enhancing employability, increasing industry interaction, and expanding research and consultancy services. Addressing these areas will not only improve student outcomes but also solidify the college's position as a leader in higher education. The institution's strategic initiatives, such as the implementation of the National Education Policy (NEP) 2020 and the promotion of interdisciplinary and multidisciplinary approaches, demonstrate its dedication to continuous improvement and relevance in a rapidly evolving educational landscape.

Andhra Loyola College's enduring commitment to excellence, innovation, and social responsibility ensures its continued success and relevance. By leveraging its strengths and addressing identified weaknesses, the institution is well-positioned to navigate future challenges, fostering a culture of excellence and contributing significantly to the academic and personal growth of its students, thereby upholding its vision of forming competent, conscientious, and compassionate global citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 453 Answer after DVV Verification: 422</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>535.39</td> <td>154.84</td> <td>56.65</td> <td>441</td> <td>143</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>551.40</td> <td>454.17</td> <td>599.96</td> <td>776.34</td> <td>382.91</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	535.39	154.84	56.65	441	143	2022-23	2021-22	2020-21	2019-20	2018-19	551.40	454.17	599.96	776.34	382.91
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4.2.2	<p>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</p> <p>4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5.18</td> <td>4.04</td> <td>3.51</td> <td>5.81</td> <td>7.26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6.72</td> <td>4.76</td> <td>4.01</td> <td>6.97</td> <td>6.31</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	5.18	4.04	3.51	5.81	7.26	2022-23	2021-22	2020-21	2019-20	2018-19	6.72	4.76	4.01	6.97	6.31
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6.72	4.76	4.01	6.97	6.31																	

Remark : DVV has made changes as per the report shared by HEI.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
445.35	276.16	187.15	200.19	113.56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
486.00	374.00	212.85	391.96	262.55

Remark : DVV has made changes as per the report shared by HEI.

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: B. Any 3 of the above

Remark : DVV has selected the B. Any 3 of the above as per shared supporting document by HEI.

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	57	77	51	21

Answer After DVV Verification :

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

0	5	0	0	0
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Remark : DVV has made changes as per the report shared by HEI.

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
27	11	53	68	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	10	51	66	27

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	51	136	33	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	29	52	24	26

Remark : DVV has made the changes as per shared data template document by HEI .

6.5.3 Institution has adopted the following for Quality assurance:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**

5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc

6. Any other quality audit recognized by state, national or international agencies

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has selected the B. Any 4 of the above as per shared supporting document by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 130 Answer after DVV Verification : 291</p>																				
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98074747</td> <td>43505551</td> <td>24732601</td> <td>66580503</td> <td>31920928</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1044.12</td> <td>832.93</td> <td>816.82</td> <td>1175.27</td> <td>651.77</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	98074747	43505551	24732601	66580503	31920928	2022-23	2021-22	2020-21	2019-20	2018-19	1044.12	832.93	816.82	1175.27	651.77
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