



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	LOYOLA COLLEGE (AUTONOMOUS)
• Name of the Head of the institution	A THOMAS S.J.
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	04428178300
• Alternate phone No.	9840486271
• Mobile No. (Principal)	944337840
• Registered e-mail ID (Principal)	loyolaprincipal@gmail.com
• Address	Sterling Road, Nungambakkam
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600034
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	25/02/1978
• Type of Institution	Men
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the IQAC Co-ordinator/Director	Dr.R.Ravindhran				
• Phone No.	04428178423				
• Mobile No:	9840486271				
• IQAC e-mail ID	iqac@loyolacollege.edu				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://www.loyolacollege.edu/iqac/report/AOAR2019_20.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.loyolacollege.edu/docs/profile.html?file=AcademicCalendar2020-2021.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A++	3.55	2021	02/02/2021	01/02/2028
6.Date of Establishment of IQAC			11/03/2003		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Loyola College	College of Excellence	UGC	01/04/2014	2CR	
8.Provide details regarding the composition of the IQAC:					
• Upload the latest notification regarding the composition of the IQAC by the HEI	View File				
9.No. of IQAC meetings held during the year	4				

<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10. Did IQAC receive funding from any funding agency to support its activities during the year?	Yes
<ul style="list-style-type: none"> • If yes, mention the amount 	15,000,000.00
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
1. The IQAC had successfully completed the 4th cycle of NAAC accreditation with peer team visits on 28th and 29th January 2021.	
2. The IQAC has given motivation to mentee colleges on the NAAC accreditation process through seminars and orientation programmes under the UGC PARAMARSH scheme.	
3. The springboard leadership programmes were conducted to quality circle members of Loyola to become effective and successful leaders of tomorrow.	
4. The IQAC played a supportive role in the event of a pandemic, Loyola successfully adapted a blended mode of teaching and evaluation. This has been achieved by providing orientation to staff members at the beginning of the academic year 2020 - 21.	
5. The IQAC conducted the Academic Audit for the PG programmes on 29th and 30th March 2021 to evaluate the Teaching Learning and Evaluation.	
12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:	

Plan of Action	Achievements/Outcomes
<p>Online Teaching Accompaniment - Loyola Edu Tech</p>	<p>To provide handholding training and accompaniment in online teaching to staff, IQAC helped to establish Loyola Edu Tech with 25 teacher-trainers and 20 technical assistants who trained the teachers at department levels with workshops on essential digital educational technologies. During the academic year, 4 training programs were conducted for the trainers and technical assistants on how to use Smartboard Technologies and 7 workshops on various online teaching and content preparation tools. 5 e-content training videos on how to use different learning tools and technologies for online teaching were created for teachers. The videos were self-explanatory in nature and helped the teachers to learn about online tools and effectively use the online platform for teaching and assessment.</p>
<p>Academic Staff Orientation</p>	<p>The academic year, 2020-2021, began with the general academic staff orientation which was conducted on 8th August 2020. The Orientation intended to help teachers continue their effort to create an enabling learning environment for students and handling this new normal situation with purpose and commitment. Rev. Dr. Francis. P. Xavier, S.J., Rector addressed on the topic, "Jesuit Education & Pedagogy" which was followed by the chief guest address on</p>

	<p>"Student Accompaniment" by Mr. Stephen, CEO, Strides Consulting Inc. Rev. Dr. A. Thomas, S.J., Principal, Loyola College, addressed on "Academic Continuity with Quality and Rigor". The teachers were given inputs on how to use educational technologies by Prof. Francis Xavier D., on "Google Class Room & LLMS".</p>
<p>IV Cycle of NAAC Accreditation</p>	<p>Due to the IV cycle of NAAC Accreditation, IQAC initiated preparatory works which included 2 mock visits by External Experts and 3 internal visits by the Officials of the college to the departments. The NAAC Peer Team visit took place on 28 & 29 February 2021. The college was accredited with A++ Grade with a CGPA of 3.55. The NAAC peer team gave constructive feedback to all the departments and institutes and appreciated the novel initiatives undertaken by some of the departments.</p>
<p>Quality Circle and Springboard Leadership Programme</p>	<p>The inauguration of quality circle and the initiation of springboard programme activities were carried out for the academic year. 3 sessions of the springboard leadership programme for quality circle members were organized. The 1st Session focused on the title, "Find the leader in you", which was organized on 06-11-2020 and Dr. J. Jesudoss, ELT Consultant, Oxford University Press was the resource person. The resource person spoke about the need to develop leadership qualities. The 2nd Session entitled,</p>

	<p>"Transformational Leadership", was organized on 17th March 2021 and Mr. R. Sivakumar, Department of Political Science, Presidency College served as the Resource Person. The resource person gave real life examples and encouraged the students to emulate the good deeds of leaders. The 3rd Session of the Springboard Programme was on</p>
<p>Faculty Development Program</p>	<p>The preparation for the academic year, 2020-21, began with the faculty development programme entitled, "Technology-Enabled Pedagogical Techniques in Higher Education" which was organized between 20 May and 27 May 2020 with seven days of online sessions to prepare the teachers for online teaching. The themes included digital educational technologies for effective online teaching, e-content preparation, assessment, engaging online teaching methodologies and strategies. The main objectives of the FDP were to provide an interactive learning experience to the faculty in order to develop an understanding of technology infusion into classroom instruction, expose the faculty members on how technology tools can foster collaborative and interactive teaching-learning dynamics and deliver instructional contents in a setting of remote learning to devise strategies for assessing students and managing classroom instructions.</p>
<p>13. Was the AQAR placed before the statutory</p>	<p>Yes</p>

body?					
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <tr> <td>Name of the statutory body</td> <td>Date of meeting(s)</td> </tr> <tr> <td>COLLEGE COUNCIL MEETING</td> <td>14/12/2021</td> </tr> </table>		Name of the statutory body	Date of meeting(s)	COLLEGE COUNCIL MEETING	14/12/2021
Name of the statutory body	Date of meeting(s)				
COLLEGE COUNCIL MEETING	14/12/2021				
14. Was the institutional data submitted to AISHE ?	Yes				
<ul style="list-style-type: none"> Year 					
<table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td>2020-2021</td> <td>24/03/2022</td> </tr> </table>		Year	Date of Submission	2020-2021	24/03/2022
Year	Date of Submission				
2020-2021	24/03/2022				
15. Multidisciplinary / interdisciplinary					
<p>Interdisciplinary and multidisciplinary courses amalgamate conventional academic subjects into a specialized curriculum aimed at comprehending contemporary advancements in their respective fields. Such courses empower students with comprehensive knowledge and foster critical thinking that transcends conventional boundaries, promoting a holistic educational experience. In an era characterized by swift progress in science, technology, and the arts, these programs have become integral to higher education. At Loyola College, these courses are meticulously crafted to tackle intricate scientific or societal challenges that demand a comprehensive approach beyond individual disciplines.</p> <p>Loyola College provides a spectrum of interdisciplinary and multidisciplinary courses in its undergraduate programs, categorized as "Allied Required" (courses within the same school), "Allied Optional" (courses from different schools), and "Non-Major Elective" (allowing undergraduates to select courses outside their major). Additionally, "Self-study courses" enable students to explore subjects across disciplines, with syllabi tailored to their interests and needs, and successful completion earning them extra credits.</p> <p>In postgraduate programs, distinct Interdisciplinary and Self-Study courses delve into interdisciplinary and multidisciplinary facets, enriching students' understanding of these dimensions.</p>					

16.Academic bank of credits (ABC):

College is in the process of registration.

17.Skill development:

Loyola College introduced skill-based courses in the 6th semester, nurturing entrepreneurial potential through program-aligned training. The Loyola Institution Innovation Council (LIIC) fosters a vibrant innovation ecosystem, aiding HEI startups, preparing for Atal Ranking, and enhancing cognitive ability. LIIC, rated 4.5 stars by the Ministry of Education, conducts time-bound innovation and entrepreneurship activities as per Central MIC guidelines.

Skill India prompted Loyola College's creation of Loyola Institute of Vocational Education (LIVE) in 1996. Over 25 years, LIVE equipped students with vocational skills for evolving market needs, designed by industry experts for diverse careers. Extended to other institutions since 2008, LIVE has trained 10,000+ aspirants across disciplines, with global alumni success.

LIVE also offers PG Diploma Courses in HR Management and Logistics, covering current trends and skills, in collaboration with industry partners.

LIVE's practical approach is evident through corporate mentoring, internships, projects, guest lectures, and workshops. Students gain hands-on experience in disciplines like Graphic Design, Photography, and Advertising, fostering industry readiness. Internships offer real-world exposure, culminating in detailed experience reports.

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

It is in the preparatory stage...

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

The vision of Loyola College "To form Men and Women for Others", and the curriculum is restructured and framed in consonance with the vision. The curriculum is designed and developed on the rising needs of the structural change in the field of education to facilitate local, regional, national and global demand in alignment with the curriculum prescribed by UGC, AICTE and University of Madras. The curriculum is prepared to ensure that the students have the required domain knowledge, skills and attitude. The courses are designed based on Learning Outcome based Curriculum Framework (LOCF) and considering the feedback of all stakeholders such as students,

alumni, faculty, parents and industry. Accordingly, the types of course and the number of allied optional courses are incorporated and prepared by the respective departments. The Course Outcome reflects Program Specific Outcomes which ensures the fulfillment of Program Outcome. The College Management created Loyola Outcome based Curriculum Framework model to strengthen Learning Outcomes at various levels of psychological domains. The authentication of these designed courses is approved by the Board of Studies & Academic Council respectively. The status of autonomy helps the college to ratify and restructure the curriculum according to the contemporary needs of the collaborators.

20.Distance education/online education:

Loyola College is an Autonomous institution affiliated to University of Madras. Hence college has not eligible to conduct distance / online education.

Extended Profile

1.Programme

1.1 51

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 9651

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 2953

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

2983

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

2903

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

382

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 **51**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 **9651**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 **2953**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 **2983**

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1 **2903**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 **382**

Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.3	382	
Number of sanctioned posts for the year:		
4.Institution		
4.1	3841	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
4.2	148	
Total number of Classrooms and Seminar halls		
4.3	1082	
Total number of computers on campus for academic purposes		
4.4	255731959.23	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Design and Development		
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.		
Loyola College works with the motto "Men and Women for Others", based on this principle the curriculum is structured and framed. The curriculum designed and developed on the rising needs of the structural change in the field of education to facilitate local, regional, national and global demand, in alignment with the curriculum prescribed by UGC, AICTE and University of Madras. The curriculum is prepared to ensure that the students have the required domain knowledge, skills and attitude. The courses are designed based on Learning Outcome based Curriculum frame work		

(LOCF) and the feedback of all stake holders such as students, alumni, faculty, parents and industry. Accordingly, the types of course and the number of allied/optional courses are incorporated and prepared by the respective departments. The Course Outcome reflects Program Specific Outcomes which ensures the fulfillment of Program Outcome. The College Management created Loyola Outcome based Curriculum Framework (LOCF) model to strengthen Learning Outcomes at various levels of psychological domains. The authentication of these designed courses is approved by the Board of Studies and Academic Council respectively. The status of autonomy helps the college to ratify and restructure the curriculum according to the contemporary needs of the collaborators. Curricula developed and implemented have relevance.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.loyolacollege.edu/pso

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

24

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	No File Uploaded

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

1532

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

323

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

52

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

1.3 - Curriculum Enrichment

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

The curriculum offered by most of the departments emphasizes

gender, environmental sustainability, human values and professional ethics. The School of Human Excellence (SHE) is a special academic unit of Loyola College committed to offering holistic formation for students enrolled in both UG and PG programmes. The central focus of this programme is to enable students to develop a sense of social justice by creating awareness on Human Rights, Diversity, Social Inequality, Caste Discrimination, Women Empowerment, and Corruption. It empowers students to analyse major environmental concerns and work towards sustainability enabling them to develop a sense of belongingness to nature. The Science streams offer UG and PG programmes in Advanced Zoology and Biotechnology, Plant Biology and Biotechnology, Chemistry and Food Chemistry & Food Processing in which the courses sensitize the students in environmental issues and sustainability, creating skills for better understanding of the environmental crisis and its remediation in their respective disciplines. They also create a platform to hone their skills in professional ethics intertwined with human values. The Arts streams offer UG and PG programmes in History, English Literature, Social work, Sociology, and Commerce in which the courses sensitize the students in Gender, Environment and Sustainability, Culture, Human Values and Professional Ethics.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

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

6

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

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

112

File Description	Documents
List of students enrolled	View File
Any additional information	View File

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

1819

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	No File Uploaded

1.4 - Feedback System

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

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.loyolacollege.edu/igac/feed_back/2020-21.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following

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

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.loyolacollege.edu/igac/feed_back/2020-21.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

3535

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

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

1162

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

Faculty members periodically assess the students' learning levels by conducting tests, assignments, seminars on the basis of which slow and advanced learners are identified. Specific teaching-learning methodologies oriented to the needs of such students are then discussed and implemented. Bridge courses are organized at the entry levels for Undergraduate students, by English department, in order to cater the needs of Students' learning abilities, the students' are streamed into categories. In order to make learning more engaging and relatable blackboard teaching are

aided by technological methods to follow an integrated approach. Tutorials and remedial classes are organized for slow learners, peer learning system are encouraged. Enrichment courses like personality development program are conducted which in turn motivates the students to have an innovative and creative mind set. Workshops, Symposiums, Guest lectures are organized, and the students are encouraged to participate. Project and dissertation work are carried by the post graduate students. Advanced learners are identified and they are encouraged to complete NPTEL and MOOC courses. Remedial classes are further strengthened for slow learners by adding provisions in the time table , based on the students' performances in CIA tests.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/lsss/Activities.php

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
03/08/2020	9651	352

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

The College offers comprehensive student support and employs student-centric methods. Students participate in rural camps organized by the service learning department, fostering practical application of knowledge in real-world settings. Scheduled industrial visits enhance their educational experience. Faculty guide students to acquire knowledge, skills, and professional values. Brainstorming sessions, including case studies and market surveys, empower learners to lead their education with self-awareness. This approach cultivates problem-solving abilities, enabling confident, independent, and resilient individuals who

embrace new perspectives. These principles are seamlessly integrated into our curriculum, promoting social and situational awareness. Collaborative projects tackle real-world challenges, honing critical thinking and decision-making skills under complex circumstances.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://www.loyolacollege.edu/outreach/gallery-dept2020

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

The College has highly qualified academicians who are specialised in their respective subject areas. Many amongst its faculty are renowned authors, researchers and competent teachers who have also been a part of the restructuring committee undertaking student-centric research projects, workshops, seminars, symposia and conferences and various activities at National and International levels. A good number of the faculty have adopted various ICT methodologies for effective delivery which are student-centric focusing on experiential learning and problem-solving methods. The teachers identify slow learners and facilitate them through special coaching and remedial programmes. Holistic development of all students is monitored through an effective accompaniment and mentoring system. The college has adopted many innovative practices in teaching-learning to further encourage innovation in Teaching and Learning. Regular training programmes have been organised on new teaching, learning and evaluation methodologies to all academic staff to enhance and sharpen their teaching skills and enable them to bring about greater learning outcomes.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.loyolacollege.edu/econtents
Upload any additional information	View File

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

2.3.3.1 - Number of mentors	
367	
File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File
2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution	
<p>The college follows the Academic calendar every semester before the commencement of the Academic session. The calendar will be displayed on the notice board and college website. This will also be circulated among the staffs and students through College diary. It provides a plan for the academic year to Students, Parents and Teachers. The teaching plans are structured at the department level. The meeting of teaching staff members duly organized by the Head of the department are held where unit wise syllabus and course work to be done are discussed and distribution of work is carried out. The faculty members follows the guidelines issued by the College which contains institutional objectives, teaching aids, Based on this teaching plans are prepared which will be submitted to the Academic deans . Timetable is prepared and the same will be displayed in the notice board. The faculty members conduct classes as per the general timetable. The department also frames timetable for Internal tests, practical examinations and the dates for the same will be decided by the Academic deans and internal tests are carried out by the departments to evaluate the students.</p>	
File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File
2.4 - Teacher Profile and Quality	
2.4.1 - Number of full-time teachers against sanctioned posts during the year	
347	

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	No File Uploaded
Any additional information	No File Uploaded

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

184

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	No File Uploaded

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

182

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

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

29

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	No File Uploaded

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

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

The College supports students with student-centric methods, exposing them to rural camps via the service learning department. This practical approach applies knowledge and skills in real-world scenarios. Periodic industrial visits provide practical education. Teachers encourage students to acquire knowledge, skills, and values through brainstorming sessions like case studies and market surveys. This empowers students to lead their learning with self-awareness. They're trained to define, prioritize, and solve problems systematically, fostering confidence and resilience. Our curriculum sustains these skills, promoting social awareness.

IT integration and examination process reforms improved the Examination Management System (EMS). Facilities like computer systems, printers, scanners, cameras, and specialized software are used. Integrity, confidentiality, and automation are prioritized. Online procedures include registration, marks entry, and transcripts. CIA marks receive a 5-point boost for full attendance. CIA revisions allocate 30 marks each for UG and PG, 40 marks for the second component. Centralized evaluation ensures prompt results. Retotalling is allowed. Results are published on the website and discussed in Parent-Teacher Meetings. An Overall

Cumulative Grade Sheet with 13 security features is provided. ERP aids student management, online registration, payment, and result processing. Grade cards are printed securely. Course Completion Certificates include CGPA and photo. CCTV cameras enhance security.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://erp.loyolacollege.edu/evarsitypack/usermanager/loginManager/youLogin.jsp

2.6 - Student Performance and Learning Outcomes

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

Each department has defined Programme Specific Outcomes (PSOs) and Course Outcomes (COs) tailored to their disciplines. These are integrated into departmental syllabi and available on the college website. Prospective students can review these details when considering enrollment. In addition to the prospectus, the college website provides insights into department profiles and PSOs for chosen programs. Syllabi, PSOs, and COs are accessible on department webpages. COs are sentences outlining subject knowledge, abilities, and skills acquired in the program. They encompass competencies that aid decision-making upon program completion.

Print syllabi with Course Outcomes are available in departments, Dean's, and Principal's offices for reference. COs are reviewed during Board of Studies meetings and adapted according to syllabus changes. Minutes are circulated among faculty for student communication. Orientation programs at the department level delve into COs, where teachers explain course relevance, importance, and potential job opportunities.

These measures ensure students are well-informed about their program's outcomes, enhancing their understanding of the curriculum's practical implications and career prospects.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.loyolacollege.edu/pso

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

Student engagement in outreach and extension activities is overseen by faculty to ensure learning outcomes align with program goals. Meeting this requirement is mandatory to earn course credits. Student participation and performance reflect course outcomes and overall program achievements. Examination results are declared by the Passing Board, discussing pass percentages per course and program.

Passing rates across departments are scrutinized by the Board of Studies, Academic Council, and Governing Body. They provide input for improvements regarding course, program, and specific outcomes. The Academic Audit Committee periodically assesses curriculum, identifying strengths and weaknesses. Regular revisions, every three years, maintain relevance and effectiveness in achieving learning outcomes.

The achievements of alumni over years underscore the success of program outcomes. This comprehensive evaluation cycle ensures program alignment with intended learning outcomes, while the engagement of students and the success of graduates attest to the effectiveness of these educational efforts.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/pso

2.6.3 - Pass Percentage of students

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

3008

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

<https://www.loyolacollege.edu/igac/feedback.php>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Loyola Institute of Frontier Energy (LIFE): The mission of LIFE is to provide innovative high quality scientific and technical solutions in the field of energy, environment, ethics and transfer of knowledge through various research projects funded by Government of India. In the last 5 years, LIFE has published more than 160 research articles in reputed journals with high impact factor and citations. The Quarterly Interdisciplinary Research Journal 'Convergence' (ISSN 0972-6489) established by LIFE publishes high-quality research/ review articles. LIFE's collaborators include National Institute of Agricultural Extension Management, Zoological Survey of India (Kolkata), National Biodiversity Authority, Environmental Information System Centre and Rashtriya Madhyamik Shiksha Abhiyan.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.loyolacollege.edu/research/PolicyForPromotion.pdf
Any additional information	View File

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

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

0

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	No File Uploaded

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

0

File Description	Documents
e-copies of the award letters of the teachers	No File Uploaded
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research	
3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)	
59.02260	
File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	No File Uploaded
3.2.2 - Number of teachers having research projects during the year	
6	
File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/research/about-research
List of research projects during the year	View File
3.2.3 - Number of teachers recognised as research guides	
79	
File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File
3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year	
6	

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.loyolacollege.edu/research/about-research
Any additional information	View File

3.3 - Innovation Ecosystem

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

Loyola College fosters an innovation ecosystem through the Incubation Centre, Research Centers, and Entrepreneurship Development Cell, each with specific roles:

1. Entomology Research Institute (ERI): Ranks 8th nationally in environmental and sustainable agriculture research output, training students and farmers in eco-friendly technologies.
2. Loyola Institute of Frontier Energy (LIFE): Focuses on energy, environment, ethics, and knowledge transfer via Government-funded research. Boasts 160+ high-impact articles, 8 patents, and 'Convergence' journal.
3. Loyola Institute of Social Science Training and Research (LISSTAR): Collaborates with centers like Centre for Development Studies, publishing 'Social Glance' interdisciplinary journal.
4. Loyola - Racine Research Institute of Mathematics and Computer Sciences (LIMCOS): Excels in Mathematics, Statistics, and Computer Science, hosting conferences.
5. Loyola also has the Entrepreneurship Development (ED) Cell, encouraging student entrepreneurship, and the Loyola Inclusive Innovation Impact Centre (L3iC), supporting startups. These entities foster innovation, research, and entrepreneurship in the institution.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/liic/home

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

74

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

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

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year**3.4.2.1 - Number of PhD students registered during the year**

31

File Description	Documents
URL to the research page on HEI website	https://www.loyolacollege.edu/research/about-research
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

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

0.53

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

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

0

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

3.4.5.1 - Total number of Citations in Scopus during the year

868

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	No File Uploaded

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

11

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

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

0

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

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

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

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

Due to the pandemic last year, the department's extension activities were limited, but select initiatives were undertaken to sensitize students to social issues and promote holistic growth. One notable effort involved the distribution of relief materials during the lockdown, spanning March to May 2020. Implemented in three phases, this initiative aided 845 beneficiaries, including widows, domestic workers, elders, and the destitute, identified through community leaders' and students' involvement. Students, both those who passed and those with pending requirements, engaged in service learning within their localities. They conducted socio-economic surveys, followed by in-depth case studies of individuals needing special attention. These efforts facilitated comprehension and analysis of prevalent issues, enabling targeted interventions through referrals to various support services, counseling, NGOs, government bodies, and aiding slow-learner children. Relief materials were provided to the most deserving as per the surveys. These activities not only impacted students but also contributed to their comprehensive development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/outreach/reports-dept

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

2

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	No File Uploaded

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

15

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

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

698

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

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

50

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	No File Uploaded

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

18

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Loyola College (Autonomous) boasts ample physical infrastructure spread across its 96-acre campus. Equipped with classrooms, labs, auditoriums, a library, faculty rooms, playgrounds, a food court, parking, and hostels, the campus offers a conducive academic environment. The historic heritage building provides 37,628 sq. ft. of learning space, while classrooms total 3,29,326 sq. m. Specialized labs include Physics (3,600 sq. ft.), Chemistry and Food Chemistry (9,450 sq. ft.), Botany and Biotechnology (3,000 sq. ft.), Zoology (1,800 sq. ft.), Computer Science (4,800 sq. ft.), Data Science (1,000 sq. ft.), Vis.Com (2,000 sq. ft.), and Language Lab (900 sq. ft.) for vocational courses. The library spans 19,000 sq. ft., staff rooms cover 20,048 sq. ft., and administrative areas comprise 8,910 sq. ft. Hostels accommodate 1,400 male students (1,44,682 sq. ft.) and 498 female students (78,762 sq. ft.). Playground and sports room occupy 12,29,900 sq. ft. and 400 sq. ft. respectively. Wi-Fi connectivity, classic Bertram Hall, Training and Placement Centre, IQAC and Examinations Offices, Counseling Centres, Research Institutes, Centre of Excellence, common rooms, healthcare, banking, and more enrich the college's offerings. Specially-abled students benefit from ramps and dedicated computing spaces. Loyola College aids academically and financially disadvantaged students through Loyola Students Support Services (LSSS).

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/viscom/Labs

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

The Department of Physical Education and Sports Science plays a vital role in promoting a diverse range of indoor and outdoor sports and games at Loyola College. With a commitment to providing comprehensive sports facilities, the college offers activities like Archery, Badminton, Basketball, Chess, Cricket, Football, Handball, Hockey, Tennis, Table Tennis, and Volleyball. The campus features extensive grounds housing cricket, hockey, and football fields, along with 3 basketball and 2 volleyball courts, one equipped with floodlights. The athletic field boasts a 400-meter, 6-lane track, complemented by 3 tennis courts and a Kabaddi court. Indoor gaming facilities include 2 table tennis boards, 10 chessboards, and 7 carrom boards. The sports pavilion features staff restrooms and equipment storage, ensuring convenient access to sports kits.

Cultural endeavors encompass Dance, Music, Theatre, Fine Arts, and Literary events. The nationally renowned Loyola Dream Team has earned recognition from various institutions and media. The college hosts the annual inter-departmental cultural festival "OVATIONS" and intercollegiate department festivals. Cultural activities are organized by the Loyola Students Union, Department Associations, Fine Arts Club, and various other clubs, serving to raise awareness of social issues among students.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/ceds/yoga_meditation.php

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

134

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

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

255,731,959

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

Loyola College's computerized library is open to all and employs Library Management Software (LMS). Registered users can utilize internet and Wi-Fi, and both on-campus and off-campus access is enabled through the intranet - Online Public Access Catalog (OPAC). OPAC offers comprehensive information on books, CDs, journals, and subscribed articles. The Digital Library provides e-resource access from sources like UGC, N-List, and EBSCO for journals and books. It presents over 1000 academic-related links and Open Access Journal links. Users are issued RFID-based magnetic ID cards, and entry records are maintained via a scanner at the entrance.

Enhancing the library's quality are software tools like CDS/ISIS and AUTOLIB, which facilitated computerized book transactions since 1995. The library houses e-journals, e-books, and a rich array of general reference books. Departmental libraries supplement the Central Library, offering swift access at the departmental level. Loyola College's library remains a valuable resource hub for students and faculty.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/library/resources.php

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

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	No File Uploaded

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

3438998

File Description	Documents
Audited statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

2800

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	No File Uploaded

4.3 - IT Infrastructure

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

Since its establishment in 1999, the college's computer center, now named "Loyola IT Support Services (LITSS)," oversees IT installations, maintenance, and Wi-Fi connectivity. Comprising dedicated teams for systems, networks, ERP, servers, and projectors, LITSS ensures seamless IT operations. The entire campus is Wi-Fi-enabled, providing 5GB and 2GB daily for academic staff and students respectively, at 300 Mbps speed, with primary and backup lines. All classrooms and auditoriums are equipped with IT setups, and multimedia, animation, and e-learning labs enhance ICT utilization for teaching and research. The campus features CCTV, biometric systems, and regular infrastructural updates to maintain ICT readiness. Smart rooms with interactive boards facilitate engaging teaching and learning, backed by staff training. The digital library, offering internet access, grants students e-journal and magazine availability, enhancing their academic resources.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
886	808

File Description	Documents
Upload any additional information	View File

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

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/viscom/Equipment/OnlineEditingEquipments.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

242,753,823

File Description	Documents
Audited statements of accounts	No File Uploaded
Upload any additional information	View File

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

The institution has established procedures for maintaining and utilizing its physical, academic, and support facilities. The college's Secretary doubles as the Estate Officer, overseeing all assets. This responsibility is coordinated through various departments, faculty, and staff. Campus security operates round the clock, monitoring assets, infrastructure, and entrances via CCTV surveillance. Maintenance of electrical equipment is overseen

by the maintenance manager, while classrooms are cleaned by support staff and furniture repairs promptly addressed. The library, fully automated, is managed by the Librarian and assistants. Playgrounds and sports facilities are monitored by Physical Education faculty, ensuring proper upkeep. IT facilities, including computer labs, are managed by the Computer Centre's staff, covering repairs, upgrades, and maintenance. Internet and intranet are supervised by the server room staff. Department Heads can request supplies through ERP for timely procurement.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/gallery/others

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

1160

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

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

853

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

5.1.3 - The following Capacity Development

A. All of the above

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

File Description	Documents
Link to Institutional website	https://www.loyolacollege.edu/ceds/guidance_competitive_examinations
Details of capability development and schemes	View File
Any additional information	View File

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

397

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

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

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

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

432

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

5.2.2 - Number of outgoing students progressing to higher education

503

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	No File Uploaded

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

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

20

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

5.3 - Student Participation and Activities

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

77

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

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

The college's vibrant Student's Union, elected from both Shift-1 and Shift-2, actively represents the entire student body. Elections for office bearers take place in the academic year's first week, with transparent polling and result displays. Student representatives engage in Board of Studies and College Council meetings, influencing curriculum development. Students can partake in diverse co-curricular, extra-curricular, social, sports, and community activities. The Students Union, Department Associations, and Clubs organize events aligned with their domains.

Open Forums provide a platform for student-administrator interaction, influencing policy decisions. Loyola Student's Union conducts competitions, administers studentships, and organizes events for national/international days. Departmental Associations identify talents, arrange inter-college department events, sports, and educational tours.

Quality Circle Members contribute to institutional effectiveness through leadership programs, feedback, assistance to peers, and IQAC News Letters. Student participation permeates decision-making across these platforms, ensuring representation and consensus-driven decisions.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/LSU/home

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

23

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

5.4 - Alumni Engagement

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

Alumni Day was celebrated in virtual mode with the participation of more than 800+ Alumni and their families. There were 5 "Meet your Professors series" , 8 "International Webinars" and started with 1 Teach at Loyola program by International Alumni.

Loyola Alumni Association has helped the economically weaker students with a scholarship for about Rs. 3 Lakhs to pay their College fees and hostel students to pay their mess fees.

Loyola Alumni Association Chapters are giving great support in the respective region in this Covid Pandemic situation.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.youtube.com/watch?v=VCOvP0sFhs 4

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File
GOVERNANCE, LEADERSHIP AND MANAGEMENT	
6.1 - Institutional Vision and Leadership	
6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution	
<p>Loyola College cultivates an environment fostering intellectual growth and moral integrity, aiming to shape students as Competent, Committed, Creative, and Compassionate individuals for societal service. Jesuit management guides college governance, emphasizing collaboration with students, parents, and alumni to fulfill the institution's vision, aligned with the Jesuit ethos of MAGIS, striving for God's greater glory.</p> <p>Decentralized administration involves delegated authorities, collectively making decisions through regular meetings to ensure quality oversight across activities. The mission statement guides actions, focusing on excellence in teaching, marginalized outreach, research, infrastructure, and environmentally-friendly facilities. Established in 1925, Loyola College boasts a rich history of nurturing talented individuals who become impactful leaders in diverse fields, contributing to national development.</p> <p>Notably, India Today Magazine consistently ranks Loyola College among the top 10 colleges in Arts, Commerce, and Science since 2006. Foundation courses and Outreach programs cultivate socially conscious citizens. Regular parent-teacher meetings monitor student progress, while NIRF rankings consistently position Loyola among India's top 10 institutions, with 2nd (2017), 6th (2018), 6th (2019), and 3rd (2020) rankings.</p>	
File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/about/VisionMissionAndCoreValues

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

Administration at Loyola College is effectively decentralized, with responsibilities assigned to Vice-Principals, Deans, Department Heads, and Coordinators. Committees regularly convene to plan, monitor, and evaluate activities for both the current year and the next five, aiming for quality administration and collaborative efforts.

Syllabus and curriculum undergo periodic reviews across disciplines to ensure top-notch education. The roles of the Board of Studies and Academic Council are closely overseen to enhance their effectiveness, with faculty involvement in decision-making at various levels. Department Heads mobilize staff feedback for administration and academics, forwarding it for decision-making.

Staff members hold administrative roles, including Vice-Principals, Deans, HoDs, and Council members, fostering active faculty participation in decisions. The Staff Association contributes suggestions to management. Loyola involves various academic and administrative bodies for effective decision-making, analyzing decisions quantitatively and qualitatively, considering cost-effectiveness. Stakeholders participate, acknowledging their creative input.

Decision-making bodies include Governing Body, College Council, Academic Council, Administrative Council, HoDs and Coordinators Forum, and Departmental Board of Studies. Additionally, students' concerns are considered through a Students' Forum, completing a comprehensive participatory decision-making process.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/administration/organogram

6.2 - Strategy Development and Deployment

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

The institution outlines a visionary expansion and diversification plan, prioritizing overall institutional growth and infrastructure enhancement. A well-structured Master Plan for the next two decades, "Plan 2034," emerges from meticulous SWOC analysis and future projections.

This plan focuses on integrating green technology and energy efficiency for an eco-friendly, user-centric environment. Key highlights include positioning buildings to minimize radiation, utilizing natural site features, and maximizing shade. Design emphasizes natural lighting, local materials, rainwater harvesting, and recycled water usage. Solar panels generate electricity, while solar water heaters are incorporated.

Accomplished and ongoing projects encompass an additional hostel block, new floors for Computer Academy, Visual Communication, and LIFE building, enhanced pathways and parking, information displays, LCD monitors, and a food court named "Eat Right." Renovation includes an exclusive common facility for women adjacent to the food court, promoting convenience and comfort.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.loyolacollege.edu/profile/ssr/profile.html?file=SelfStudyReportFor4thCycleOfAccreditation.pdf
Upload any additional information	View File

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

Loyola College, managed by Jesuits of Madurai Province, operates under the leadership of the Provincial, who chairs both Loyola Campus institutions and the college's Governing Body. Appointments of key roles and religious staff are made by the Province. The Rector serves as the Vice-Chair of the governing body, overseeing policy and administrative decisions. Recruitment adheres to UGC, University of Madras, and Tamil Nadu Government guidelines by the Jesuit Madurai Higher Education Commission. The Secretary & Correspondent manages infrastructure, aided, and management staff appointments. The Principal handles academic and disciplinary matters with guidance from the College Council. Statutory bodies -

Governing Body, Academic Council, Board of Studies - work according to UGC guidelines for policy approval, budgeting, curriculum, assessment, and research. Various committees address concerns like staff grievances, student grievances, sexual harassment prevention, discipline, anti-ragging, finance, and more. These committees convene periodically to address portfolio-specific issues and offer recommendations to shape college policies.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.loyolacollege.edu/administration/organogram
Upload any additional information	View File
Paste link for additional Information	Nil

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

The college prioritizes staff welfare through effective measures. Academic advancement is encouraged via yearly Orientation Programs for both teaching and non-teaching staff. Participation in development programs, conferences, and seminars is endorsed, and notable research contributions are rewarded. Achievements are recognized with special awards on College Day. The institution offers cash awards for research and publications in Science and

Arts, along with support for pursuing PhDs and attending academic events.

Administrative staff receive training, support for recreational activities, and awards for their children's academic achievements. Transparent coordination between admin and academic staff ensures smooth operations. All staff receive UGC-scale salaries, periodic revisions, Wi-Fi access, improved common areas, and restroom provisions.

Maintenance and cleaning services, food court access, sports facilities, and a health center contribute to well-being. Retired staff are honored and involved in college activities. Some serve post-retirement in administrative roles. Senior staff are promoted to administrative positions, and annual faculty gatherings foster a sense of community. Amid the pandemic, the college stayed connected with staff, conducted vaccination camps, and facilitated vaccination.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/gallery/others

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

11

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

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

56

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Annual financial auditing is done by the internal auditor who is duly approved by the Governing Body at periodical intervals. A statutory auditor who is duly approved by the Governing Body will complete the process of statutory audit and assure the institution of various compliances. Apart from the regular systems in place for auditing, Regional Joint Director and the office of Joint Director of Collegiate Education carry out the audit on a regular basis. All queries raised by these government bodies are duly clarified; no queries remain pending till date. After the clarifications on the queries raised by the above-stated government offices, the Accounts General of Tamil Nadu Region conducts an audit. The entire system of auditing comes under the follow up of the campus treasurer office.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

12,459,427.18

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

The college sources funds through student fees, government salary support for aided staff, scholarships, and income from corpus funds. External support comes from funding agencies like CE, Autonomy Grants, DBT-STAR, DST-FIST, ICSSR, UGC-B. Voc., and travel grants. Alumni, philanthropists, and sponsors contribute to special occasions. The Finance Committee, led by the Principal and including key members, devises fundraising strategies and oversees fund allocation, reporting, and auditing. Major capital expenditures are governed by the governing body's approval, facilitated by the Chairman.

The committee creates an annual budget, incorporating departmental, research, and office requirements, which is presented to and approved by the Governing body. Income and expenses are closely monitored by the Bursar office, CFO, and Principal. Purchase procedures are streamlined using ERP, supervised by a purchase committee. Department and unit spending are closely observed. Unbudgeted fund needs require special permission and proposal submission.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/about/autonomy-loyola

6.5 - Internal Quality Assurance System

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

The IQAC is responsible for institutionalizing quality initiatives within the institution, with key functions including documentation for reports needed for ranking, accreditation, and submissions to higher education institutions. Feedback mechanisms gather input from various stakeholders for policy decisions. The IQAC organizes workshops, faculty development programs, orientations, and conferences on quality themes, promoting a culture of quality. A Quality Circle involving students contributes to activities like the Springboard Program and newsletter preparation.

The IQAC plays a role in curriculum restructuring and leads the Academic Audit. Academic Audit fosters self-reflection, peer feedback, and collaboration to enhance teaching, learning, and evaluation quality. Loyola's academic evolution, including restructuring phases, emphasizes relevant education. The Audit Team selects a Convener and members to assess and recommend curriculum changes.

IQAC conducts regular Open Forums, facilitating interaction among management, administrators, and students. These forums address academic and infrastructure concerns, with Action-Taken Reports presented to assure quality improvements. This practice has effectively enhanced quality assurance and control.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.loyolacollege.edu/iqac/home

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

The college's IQAC serves as a coordinating and facilitating body across departments to ensure quality and excellence. It actively contributes to enhancing the teaching-learning process and encourages student-faculty engagement through open dialogue and feedback mechanisms like staff assessment, Open Forum, and Exit Polls. IQAC emphasizes integrating teaching, technology, infrastructure, and support services to facilitate a seamless learning experience. It initiates each academic year with a themed Orientation and provides ongoing training to junior staff on teaching methodologies and ICT integration.

IQAC plays a vital role in developing new methods and infrastructure for effective ICT integration in classrooms and evaluates initiatives to ensure desired learning outcomes. Departments submit annual planners to IQAC for continuous monitoring and adherence to set norms for academic events. Staff Assessment reports, distributed by the Principal with feedback, assure teaching quality. End-of-year department evaluations are presented to college officials, aiding monitoring of departmental achievements based on preset norms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolacollege.edu/iqac/AcademicAuditReport/2020_21.pdf

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

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.loyolacollege.edu/about/report-loyola
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college provides an exceptional ambience for the safety of women on campus. It has a well-furnished hostel exclusively for women, with safe boundary walls. All entry points are posted with Security personnel who restrict and monitor entry. CCTV cameras are placed in all important locations to have closer surveillance. The anti-ragging committee ensures the strict compliance of anti-ragging measures. Women students have a separate grievance cell which includes POSH (Prevention of Sexual Harassment) committee and a Forum for Loyola Women Students (FLOWS). FLOWS has organised webinars titled "Gender Equality", "Fitness Precedes Focus", "Emotional Challenges in Online Learning Environment" and "How to Apply for Bank Jobs" to meet the requirement of women students. The college has two professionally qualified women counsellors, who provide effective support. Lady staff and students have a separate common room with adequate facilities for provisions for first aid, water dispenser, napkin vending machines in four different places and recreational facilities. Well maintained restrooms are available for women in all the blocks.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.loyolacollege.edu/deans/deanof_woman

<p>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</p>	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

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

Loyola employs sustainable practices for waste management and water treatment:

- 1. Sewage Treatment Plant (STP):** Loyola treats 250,000 liters of sewage daily using Bio Culture Treatment, tested on 8 parameters. Quality is checked monthly at the ERI center. Treated water is used for 6 hours to irrigate the campus. Plant operations are managed by Pacific Clear-Tech.
- 2. Bio-Waste Management:** Bio-waste (575-750 kg/day) from 8 kitchens enters bio-digesters, producing 50 kg of methane daily. This methane heats water for the Mess, serving 2000+ students.
- 3. Organic Leaf Waste Management:** 500 kg of leaf waste/day is processed with bio-digested slurry for 45 days, creating organic manure for campus plants. Carbon Loops, an alumni startup, manages this with Loyola.
- 4. Campus Cleanliness:** Dustbins are placed strategically, and a dedicated maintenance team disposes of waste systematically. Thorough cleaning occurs twice daily, outsourced through AMC, ensuring clean surroundings for staff and students. Broken furniture is repaired in-house, while electrical items are collected, repaired, or disposed of following e-waste protocols through external vendors.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

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

Loyola College is sensible and responsible not only in respecting the diversities of students from various cultural, regional, linguistic, communal and socio economic background but also takes initiatives in celebrating diversities the students share. In the view of this, the admission process itself is designed in such a way they accommodate students from diverse background like economically backward, outside the state, outside the country, etc., For example, three fourth (74.9%) of the total students intake are from the socially challenged category (SC/ST/ OBC. There has been a considerable increase the inclusion of the third gender in the main stream, comparing to the previous year

There were certain programs like Onam festival, to promote culture and harmony of the students from the neighbouring states like Kerala. Also understanding the accessibility of students to virtual platform and online education, the students from poor economic background were provided laptops and smartphones to attend online classes in the year 2020-21

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

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

Our Institution takes immense pleasure in promoting Universal Human Values and Professional Ethics through an exclusive

department called the School of Human Excellence whose core principle is the holistic formation of every student. The syllabus is developed in such a way that subjects offered such as Social Awareness uncovers the Indian Constitution, Social Reformers, Corruption, Legal legislations, along with UDHR Articles enables the students to have knowledge base on the Constitutional obligations and responsibilities of youth in nation building as well as promoting the sense of national integrity and patriotism in them.

The college has observed Constitutional Day on November 26th 2020 and National Unity Day (October 31), Human Rights day (December 10), and has organised special programs like e-quiz, guest lectures through National Service Scheme under the guidance of the Ministry of Youth Affairs. During State Legislative Assembly Elections, our students actively participated in assisting the voters along with the Office of the Chennai Police Commissioner and Office of the Welfare of the Differently Abled.

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

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

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

In the academic year 2020-21, Loyola College actively observed significant national days such as Independence Day (August 15), Republic Day (January 26), Teachers Day (September 5), Pongal Day (January 13), International Women's Day (March 8), and International Day of Yoga (June 21), among others. Both staff and students participated in both online and offline events.

Loyola College's 74th Independence Day celebration on August 15, 2020, featured the traditional flag hoisting, with Mr. Sekar, an experienced Ambulance Pilot, given the honor. Rev. Dr. Jebamalai Irudayaraja, S.J. Provincial, delivered a special message about the nation's responsibilities during the pandemic.

The Republic Day event on January 26, 2021, included flag hoisting by Dr. Martin Luther William, who spoke about the Indian Constitution and culture. The NCC and NSS units conducted a parade, and some members were chosen to participate in the Republic Day parade in New Delhi.

International Women's Day 2021 was observed on March 8 through a Google Meet session. P. Ramana Saraswathi IAS addressed female students, and online competitions were held. The winners were honored with video tributes highlighting their accomplishments during the 2020-2021 academic year.

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

7.2 - Best Practices

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

Loyola Counseling Centre (LCC) & Mentoring: Student Well-being

Loyola's LCC and mentoring practices address student challenges through Academic and Personal Mentoring, alongside Individual Counseling. LCC promotes mental health through diverse methods like Individual Counseling, Group Therapies, Focus and Special Groups. The Aura Club under LCC guides students for self-potential and peer support.

The mentoring system bridges staff-student gaps and boosts Student Centrality. Academic Mentoring raises curriculum awareness, while trained faculty offer confidential Personal Mentoring for crisis assistance. This enhances students' comprehension of their college journey and intrinsic motivation.

Challenges include mainstreaming mentoring, systematic training, and resource allocation. The approach's success underscores its significance in higher education.

School of Service Learning (SSL): Empowerment for Responsible Citizens

SSL sensitizes students to urban and rural conditions, cultivating social responsibility and leadership. The neighbourhood model exposes them to urban poor realities. Despite the pandemic, SSL engaged in community work, distributing relief, hosting webinars, and guiding students. Over 4000 Chennai slum beneficiaries were reached.

SSL's success is evident through relief distribution and beneficiary involvement, with Action Aid-NGO's support. SSL's

unique approach benefits both students and the community, fostering understanding and mutual growth.

File Description	Documents
Best practices in the Institutional website	https://www.loyolacollege.edu/services/counseling
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

Loyola Students Support Services (LSSS) is a dedicated unit for the welfare and development of marginalized students, including orphans, semi-orphans, Dalits, rural poor, refugees, academically challenged, physically challenged, visually impaired, gypsies, and international students. It offers scholarships, management concessions, free noon meals, supplementary education, coaching, and remedial programs.

Loyola Emancipatory Action for Dalit Students (LEADS) exemplifies the commitment to social justice. During the pandemic, Earn While You Learn provided part-time jobs for 59 final year science students. The Free Lunch Scheme benefits 430 individuals. Jesuit Educational Support (JES) grants scholarships and concessions, totaling Rs. 70.17 lakhs for 829 students. LSSS secured 1418 government and other scholarships for various categories of students.

Alumni have fully sponsored 28 students, 27 received Tabs/Laptops, and 20 were coached for XAT exams. For gypsy empowerment, LSSS visits settlements, addressing their needs. The Art and Literary unit trains marginalized students in arts, crafts, theater, and ancient Tamil Nadu dances. Collaborating with the Alternative Media Center, LSSS organizes Veedhi Virudhu Vizha, an annual two-day cultural event featuring 4000 folk artists from Tamil Nadu since 2013.

File Description	Documents
Appropriate link in the institutional website	https://www.loyolacollege.edu/lsss/home
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Promoting Mentee Colleges for NAAC Accreditations under UGC PARAMARSH Scheme.

2. Provide orintation to faculty members on Blended Teaching Learning process.

3. Implementation of Learning Outcome BasedCurriculum Framwork (LOCF) in UG Courses.

4. PG restructuring in LOCF model.

5. Automation of data collection through Enterprises Resource Planning (ERP) in IQAC for documentation.