



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>LOYOLA COLLEGE (AUTONOMOUS)</b>
• Name of the Head of the institution	<b>Rev. Dr A Thomas S.J</b>	
• Designation	<b>Principal</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone No. of the Principal	<b>044 28178300</b>	
• Alternate phone No.	<b>9840105400</b>	
• Mobile No. (Principal)	<b>9443377840</b>	
• Registered e-mail ID (Principal)	<b>loyolaprincipal@gmail.com</b>	
• Address	<b>Sterling Road, Nungambakkam</b>	
• City/Town	<b>Chennai</b>	
• State/UT	<b>Tamil Nadu</b>	
• Pin Code	<b>600 034</b>	
<b>2.Institutional status</b>		
• Autonomous Status (Provide the date of conferment of Autonomy)	<b>25/02/1978</b>	
• Type of Institution	<b>Men</b>	
• Location	<b>Urban</b>	

• Financial Status	UGC 2f and 12(B)				
• Name of the IQAC Co-ordinator/Director	Dr. R. Ravindhran				
• Phone No.	044 28178423				
• Mobile No:	9840486271				
• IQAC e-mail ID	iqac@loyolacollege.edu				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://www.loyolacollege.edu/iqac/agar">https://www.loyolacollege.edu/iqac/agar</a>				
<b>4.Was the Academic Calendar prepared for that year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.loyolacollege.edu">www.loyolacollege.edu</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A++	3.55	2021	02/02/2021	01/02/2028
<b>6.Date of Establishment of IQAC</b>			11/03/2003		
<b>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.)?</b>					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Loyola College	College of Excellence	UGC	01/04/2014	2CR	
<b>8.Provide details regarding the composition of the IQAC:</b>					
• Upload the latest notification regarding the composition of the IQAC by the HEI	<a href="#">View File</a>				
<b>9.No. of IQAC meetings held during the year</b>	2				
• Were the minutes of IQAC meeting(s) and	Yes				

compliance to the decisions taken uploaded on the institutional website?		
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10. Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>The IQAC has proactively instilled motivation within mentee colleges with regards to the NAAC accreditation process by means of seminars and orientation programs conducted under the UGC PARAMARSH scheme. Simultaneously, IQAC undertook the vital task of conducting a general Internal Academic Audit of all programmes to ensure their alignment with rigorous quality standards. In parallel, efforts were initiated during the academic year to restructure the Postgraduate programmes for the forthcoming year 2022-23, reflecting a commitment to continuous enhancement and adaptability. Furthermore, a comprehensive Staff Assessment was carried out during the academic year, attesting to our dedication to evaluating the performance and potential of our faculty and staff members. In addition to these endeavours, an Open Forum for students was thoughtfully organised to further facilitate constructive feedback, suggestions and directions.</p>		
<b>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:</b>		

Plan of Action	Achievements/Outcomes
Review and experience sharing by PARAMARSH Mentee college	Experience sharing of NAAC Accreditation by Shri Krishnaswamy College for Women (Mentee college) was conducted on 11-08-2021 which served as a model for other mentee colleges
Visit to PARAMARSH mentee institutions	The following visits to mentee institutions was completed: (a) Mar Gregorios College of Arts and Science, Mogappair West, Chennai On 25-08-2021, (b) Don Bosco College of ArtsScience, Kilpauk, Chennai on 27-08-2021, (c) Shri Krishnaswamy College for Women, Chennai on 28-08-2021, (d) Christ College Arts & Science, Tiruvallur on 04-09-2021
Springboard Leadership Programme for students, and Quality Circle members	4 Springboard Leadership sessions were organised on 29-09-2021, 04-12-2021, 29-03-2022, and 11-05-2022 respectively to impart leadership skills and shape them to be responsible citizens.
Open Forum for students	The Open Forum was conducted to receive suggestions and feedback from the student body to improve the quality of academics, research, and administration in our institution
State Level Technical Workshop on IPR	In collaboration with LIIC and TNSCST, IQAC organised a State Level Technical Workshop on Intellectual Property Rights on 10th May, 2022 and Industry Academia Conclave on 03rd December 2021 with 15 industries.
<b>13. Was the AQAR placed before the statutory</b>	<b>Yes</b>

<b>body?</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
College Council Meeting	15/11/2022
<b>14. Was the institutional data submitted to AISHE ?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Year</li> </ul>	
Year	Date of Submission
2021-22	15/02/2023
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>Loyola college has always been a holistic multidisciplinary institution offering flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education and value-based towards the attainment of a holistic and multidisciplinary education. The following, outlines the existing system being practised.</p> <p><b>Undergraduates:</b></p> <p><b>I Year : Allied Required (AR) - Student can choose a course within a school (Interdisciplinary)</b></p> <p><b>II Year: Allied Optional (AO) - student can choose a course across a school. (cross disciplinary)</b></p> <p><b>II Year: Non major elective (NME) - Student can choose a course from any department other than the major department (multidisciplinary / cross disciplinary)</b></p> <p><b>I Year : Club activities</b></p> <p><b>II Year: Outreach and extension activities.</b></p> <p><b>I Year: Personality development and social awareness</b></p>	

II Year: soft skills, life skills, EVS, life issues and coping strategies, living faiths of the world (about all religions)

Postgraduates:

I PG : Life skills (certificate course outside the class hours)

I PG: Outreach and extension activities.

II PG: Soft skills, value added courses (certificate courses, outside the class hours)

Interdisciplinary (within a school) and cross disciplinary (across the school) courses are offered. Students can choose the course of their choice online through the college ERP portal.

#### **16.Academic bank of credits (ABC):**

A student can acquire additional credits through self study and MOOC courses. UG student could choose 4 courses which will fetch 1credit each for each course.

The Dept. of Foreign Languages has MOUs with the three Universities in France.(IRCOM,Institut Albert Le Grand,Angers ,Universite catholique de Lille,Universite Catholique de l'Ouest.). Credit transfer is achieved through a collaborative programme designed by the Department of Foreign Languages with foreign universities.Students from the B.A.French program get selected to pursue their fourth semester in each one of the institutions mentioned above. The marks and credits they obtain are transferred and equivalent marks are given to enable them to complete their 5th and 6th semesters in Loyola.

Good practice: Equal focus is given on academic, co-curricular and extra-curricular activities for the holistic formation of a student.

#### **17.Skill development:**

Loyola College added skill-based courses in the 6th semester of the UG curriculum and value added courses are included in UG and PG curriculum with the aim to equip students with specific skills for future entrepreneurship.

Loyola Institute of Vocational Education (LIVE) has offered tailored courses and value added courses to enhance students' employability, adapting to market needs. LIVE, Loyola has trained over 10,000 students in diverse disciplines, with alumni excelling globally.

The curriculum emphasizes corporate mentoring, internships, projects, guest lectures, workshops, and practical experiences. Students engage in real-world projects, gaining skills and interactive sessions with industry leaders enhance networking and internship opportunities thus creating human resources for the industries. LIVE, Loyola embodies college's commitment to practical education and empowering careers.

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

Loyola College offers BA and M. Phil programmes in Tamil and also Hindi and Sanskrit as General Language courses.

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

Learning Outcome-based Curriculum Framework: LOCF model

Our courses are constructed upon the foundation of the Learning Outcome-based Curriculum Framework (LOCF), which is continuously enriched by feedback from various stakeholders, including students, alumni and faculty, parents and industry experts. Within this framework, our departments incorporate a diverse range of courses, including both allied and optional ones, all of which are aligned with Programme Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) that contribute to broader educational objectives.

This curriculum is further reviewed and approved through the Board of Studies and Academic Council. Additionally, our college's autonomy facilitates adaptations of our curriculum in a timely manner to meet contemporary educational needs.

To further enhance the learning outcomes, the LOCF model has been introduced. Course descriptor (Syllabus), teaching and learning methodology, evaluation and attainment of all UG and PG students based on LOCF model is incorporated into this framework.

For UG : started from 2021

For PG : started from 2022

**20.Distance education/online education:**

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

## Extended Profile

<b>1.Programme</b>	
1.1	<b>53</b>
Number of programmes offered during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>2.Student</b>	
2.1	<b>9463</b>
Total number of students during the year:	
File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>
2.2	<b>3170</b>
Number of outgoing / final year students during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
2.3	<b>8450</b>
Number of students who appeared for the examinations conducted by the institution during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>3.Academic</b>	
3.1	<b>2980</b>
Number of courses in all programmes during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.2	<b>380</b>



Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
3.3	380	
Number of sanctioned posts for the year:		
<b>4.Institution</b>		
4.1	3346	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
4.2	134	
Total number of Classrooms and Seminar halls		
4.3	1200	
Total number of computers on campus for academic purposes		
4.4	272,871,188	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		
<b>1.1 - Curriculum Design and Development</b>		
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.		
<p>Loyola College embodies its motto, "Men and Women for Others," through its curriculum. This educational approach addresses the ever-evolving educational landscape and caters to local, regional, national, and global demands. In alignment with the guidelines of UGC, AICTE, and the University of Madras, our curriculum ensures that students acquire essential domain knowledge, skills, and attitudes.</p> <p>Our courses are constructed upon the foundation of the Learning Outcome-based Curriculum Framework (LOCF), which is continuously</p>		

enriched by feedback from various stakeholders, including students, alumni, faculty, parents, and industry experts. Within this framework, our departments incorporate a diverse range of courses, including both allied and optional ones, all of which are aligned with Programme Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) that contribute to broader educational objectives.

To further enhance the learning outcomes, the LOCF model has been introduced. The courses designed within this framework are rigorously examined and authenticated by the Board of Studies and the Academic Council. Additionally, our college's autonomy facilitates adaptations of our curriculum in a timely manner to meet contemporary educational needs.

Loyola College's relevant and responsive curricula exemplify our commitment to providing holistic education that prepares students for the challenges and opportunities of the twenty-first century.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	<a href="https://www.loyolacollege.edu/pso">https://www.loyolacollege.edu/pso</a>

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

22

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
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

1496

File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	<a href="#">View File</a>
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

427

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

45

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

## 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

Loyola College's curriculum stands out for its commitment to gender equality, environmental sustainability, human values, and ethical

professionalism across departments. At its core, the School of Human Excellence (SHE) serves as a unique academic hub dedicated to nurturing holistic growth among Undergraduates and Postgraduates alike.

SHE's central mission revolves around cultivating social justice consciousness through a curriculum that probes into essential topics such as Human Rights, Diversity, Social Inequality, Caste Discrimination, Women Empowerment, and Corruption. This empowers students to assume roles as agents of positive societal transformation.

Furthermore, the program equips students with the knowledge and skills to comprehend and address pressing environmental issues, fostering a profound connection with nature. In the realm of science, UG and PG programs like Advanced Zoology and Biotechnology, Plant Biology and Biotechnology, Chemistry, and Food Chemistry & Food Processing seamlessly integrate environmental concerns into their syllabi, facilitating a multidisciplinary understanding of environmental challenges.

Likewise, in the arts, programs within History, English Literature, Social Work, Sociology, and Commerce sensitise students to Gender, Environment, Sustainability, Culture, Human Values, and Professional Ethics.

Loyola College's curriculum moulds socially conscious, environmentally aware, and ethically grounded individuals, equipping them for impactful contributions to society.

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	<a href="#">View File</a>
Any additional information	No File Uploaded

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

5

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	No File Uploaded

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

98

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	No File Uploaded

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

1181

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
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	<a href="https://www.loyolacollege.edu/igac/feed_back/2021-22.pdf">https://www.loyolacollege.edu/igac/feed_back/2021-22.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	No File Uploaded

<b>1.4.2 - The feedback system of the Institution comprises the following</b>	<b>A. Feedback collected, analysed and action taken made available on the website</b>
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File Description	Documents
Provide URL for stakeholders' feedback report	<a href="https://www.loyolacollege.edu/igac/feedback.php">https://www.loyolacollege.edu/igac/feedback.php</a>
Any additional information	No File Uploaded

## 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

3347

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

##### 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)

1556

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

### 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.

Loyola College's dedicated faculty members employ ongoing assessments, including tests, assignments, and seminars, to gauge students' learning progress. This comprehensive approach identifies both slow and advanced learners, enabling customised teaching methods.

In particular, the English department introduces bridge courses for First year Undergraduates, accommodating varying learning abilities and classifying students accordingly. Teachers identify slow learners and provide specialised coaching to support their progress like tutorials, remedial sessions, and peer support to enhance their understanding both in major and allied courses.

To foster active participation and engagement keeping in mind both the different learning levels, dynamic workshops, symposiums, and guest lectures are organised. Postgraduates engage in project and dissertation work. Advanced learners pursue research, NPTEL and other MOOC courses of their interest and choice.

Depending on the individual progress and Continuous Internal Assessment (CIA) test results, remedial classes are intensified for slow learners. Loyola College is committed to providing an inclusive, technology-driven, and enrichment-focused education that caters to the diverse needs of its students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/lsss/Brochure.pdf">https://www.loyolacollege.edu/lsss/Brochure.pdf</a>

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
05/08/2021	24.9	1

File Description	Documents
Upload any additional information	No File Uploaded

### 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 employs a variety of student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, to enrich the learning experience. These methods are seamlessly integrated into the curriculum, fostering active student

engagement and encouraging critical thinking.

Immersive rural camps organised by the Service Learning department provides students with hands-on experience in real-world settings. Also, periodic industrial visits expose students to practical applications of their knowledge and skills.

The faculty members play a pivotal role in empowering students facilitating dynamic brainstorming sessions, including case studies and market surveys, enabling students to acquire not only knowledge but also essential skills and professional values. Many faculty members are renowned authors and researchers who actively engage in student-centric research projects, workshops, seminars, and conferences at both national and international levels.

In response to the pandemic, teaching methods like online teaching, blended learning and flipped classroom activities have been adopted. Digital technologies are used for e-content, surveys, collaborative projects, and interactive teaching experiences.

This holistic approach ensures that students receive a well-rounded education that prepares them for real-world challenges while nurturing their problem-solving abilities and encouraging active participation.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	<a href="https://www.loyolacollege.edu/outreach/home">https://www.loyolacollege.edu/outreach/home</a>

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

Loyola College's faculty is a distinguished team of highly qualified experts in their respective fields, including renowned authors, researchers, and educators. They actively engage students with their instructional design and strategies that include ICT enabled teaching methodology. Faculty members undergo regular training to stay updated on new teaching, learning, and assessment methods using ICT tools and other resources like smart classrooms, and digital media. This includes the use of Smart boards, LCD projectors, and audio-video equipment. Hands-on training sessions on using digital educational technologies and smart board technologies were also periodically provided.



In response to the challenges posed by the post-pandemic situation, our teachers have adapted by embracing online teaching, blended learning, and flipped classroom activities. Digital educational technologies have been extensively employed to provide e-content, administer surveys and quizzes, facilitate collaborative projects, and create interactive and engaging teaching-learning experiences.

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

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

#### 2.3.3.1 - Number of mentors

105

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

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

Loyola College adheres to a well-planned and structured academic calendar for each calendar year, ensuring clarity and organisation at the commencement of every academic session. This calendar is readily accessible through notice boards, the college website, and the college diary, serving as a valuable resource for students, parents, and educators.

At the departmental level, dynamic teaching plans are carefully crafted and rigorously reviewed. Departmental meetings, led by the Head of the Department, facilitate discussions on syllabi, course distribution, and teaching methodologies. These plans are thoughtfully aligned with the institution's overarching objectives, incorporating teaching aids and guidelines prescribed by the college.

Subsequently, faculty members submit their teaching plans for every semester to the Academic Deans for comprehensive review and approval. Timetables are then meticulously prepared and made available for everyone's reference. Internal tests and practical examinations are seamlessly integrated into the departmental test timetable, with dates coordinated by the Academic Deans.

Further, the department conducts internal tests to gauge student progress, fostering a comprehensive and well-organised academic structure that prioritises student success and systematic learning.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

380

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
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

223

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	<a href="#">View File</a>
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)

## 9.9

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
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

8

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
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

30

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	No File Uploaded
Upload any additional information	<a href="#">View File</a>

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

IT integration in the examination processes has significantly improved the Examination Management System (EMS). The facilities now include computer systems, printers, scanners, cameras, and specialised software programmes. With a strong emphasis on integrity, confidentiality, and automation, the online procedures cover registration, marks entry, and transcripts.

Full attendance of students is incentivized by boosting Continuous Internal Assessment (CIA) marks by an additional 5 points. CIA revisions have been made, allocating 30 marks for both UG and PG programs, with an additional 40 marks for the second component.

To ensure efficiency and accuracy, a centralised evaluation system has been implemented, guaranteeing prompt result publication and providing students with re-evaluation options. Results are now accessible online and discussed in meetings, complemented by a comprehensive 13-feature Overall Cumulative Grade Sheet.

Further, an ERP system has been introduced to streamline student management, facilitating online registration, payment processing, and result dissemination. The issuance of securely printed grade cards and Course Completion Certificates, complete with CGPA and student photos, adds an extra layer of credibility.

In terms of security, the installation of CCTV cameras has been a valuable addition with upgraded printing machinery to enhance overall security measures.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://erp.loyolacollege.edu/evarsitypack/serializermanager/loginManager/youLogin.jsp">https://erp.loyolacollege.edu/evarsitypack/serializermanager/loginManager/youLogin.jsp</a>

## 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 defines customised Programme Specific Outcomes (PSOs) and Course Outcomes (COs).. These outcomes are seamlessly integrated into departmental syllabi and readily available on the college website enabling applicants to know these essential information when considering enrollment. Also, the college website offers department profiles and details on PSOs. Department webpages serve as a comprehensive resource, hosting syllabi, PSOs, and COs for quick reference.

Course Outcomes (COs) are succinct statements that outline the subject knowledge, abilities, and skills acquired throughout the program presenting the competencies students gain upon program completion. Printed syllabi that include Course Outcomes are readily

accessible within departments, as well as in the offices of the Deans and the Principal for reference.

To ensure the relevance and currency of COs, they undergo periodic review during Board of Studies meetings, adapting to any changes in the syllabus. Meeting minutes are disseminated among faculty members for effective communication with students. At the department level, orientation programs include dedicated sessions on Course Outcomes where the significance of these outcomes, relevance, importance, and potential career opportunities are highlighted ensuring that students are well-informed about their program's outcomes. This collective effort enriches students' understanding of the curriculum and their future prospects.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	<a href="https://www.loyolacollege.edu/pso">https://www.loyolacollege.edu/pso</a>

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

Examination results are announced by the Passing Board during scheduled meetings where course outcomes and program pass percentages are thoroughly reviewed and discussed. This data is systematically analysed to assess the pass percentage status within each department. Then, the results undergo comprehensive evaluation by the Board of Studies, the Academic Council, and the Governing Body. These entities provide valuable insights, comments, and suggestions aimed at ensuring continuous improvement and the fulfilment of course, program-specific, and overall program outcomes. Also, the Academic Audit Committee conducts regular assessments of course content and the alignment of learning outcomes with evolving educational needs. This process facilitates periodic curriculum revisions, ensuring that the curriculum remains responsive to changing requirements.

The college's alumni profile over the years serves as a testament to the successful achievement of program learning outcomes, underscoring the effectiveness of the curriculum in preparing students for their future endeavours. In addition, the institution has developed an in-house software package with the help of the Department of Computer Science to assess the attainment of Programme

**Outcomes (POs) and Course Outcomes (COs) as evaluated by the institution.**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

**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**

2843

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	No File Uploaded
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://loyolacollege.edu/igac/exitpoll/21-22.pdf>

**RESEARCH, INNOVATIONS AND EXTENSION****3.1 - Promotion of Research and Facilities**

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

Research activities are integral to teaching at all Higher Education Institutions of Jesuits. Research makes it possible to create knowledge, innovation and new insights for making teaching and extension activities more systematic and vibrant. Any quality teaching draws on quality research. Keeping this in mind, Loyola College engages its faculty in sound research, by providing infrastructure and other support services to promote

multidisciplinary research and education in arts, languages, commerce, social sciences, basic sciences and applied areas of sciences. Also encourages and supports socially relevant and need based research coupled with human values. Loyola College provides a rich intellectual environment for collaborative research among faculty and students from various departments. The college has a significant place for research activities and encourages all staff members and students to involve in outcome based research. The college encourages staff to establish networks with other institutions with Memorandum of Understandings. The research findings in the form of creativity, innovations and patent fillings are encouraged by the college with due recognitions, awards and incentives. Periodically the research office collates the report pertaining to various research activities in the college for the academic year.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://www.loyolacollege.edu/research/PolicyForPromotion.pdf">https://www.loyolacollege.edu/research/PolicyForPromotion.pdf</a>
Any additional information	No File Uploaded

### 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)

475000

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	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	<a href="#">View File</a>
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

1

File Description	Documents
e-copies of the award letters of the teachers	<a href="#">View File</a>
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
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)

1842160

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	<a href="#">View File</a>
List of projects and grant details	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 3.2.2 - Number of teachers having research projects during the year

12



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil
List of research projects during the year	<a href="#">View File</a>

### 3.2.3 - Number of teachers recognised as research guides

84

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>

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

4

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
Paste link to funding agencies' website	<a href="https://www.loyolacollege.edu/research/about-research">https://www.loyolacollege.edu/research/about-research</a>
Any additional information	No File Uploaded

## 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 prioritises knowledge dissemination and innovation within a comprehensive ecosystem. Key components include the Incubation Centre, Institution's Innovation Cell, four Research Centers, and an Entrepreneurship Development Cell.

Entomology Research Institute (ERI) plays a pivotal role in advancing scientific knowledge and sustainable agriculture through

eco-friendly technology. Nationally ranked 8th, it has contributed significantly with over 100 books and 1000 research articles.

Loyola Institute of Frontier Energy (LIFE) focusing on energy, environment, ethics, and knowledge transfer, LIFE has made substantial contributions with 160+ research articles, 8 patents, and 2 commercialised projects. The 'Convergence' Interdisciplinary Research Journal showcases quality research.

Loyola Institute of Social Science Training and Research (LISSTAR) excels in humanities and social science research, emphasising research, training, and publication.

Loyola - Racine Research Institute of Mathematics and Computer Sciences (LIMCOS) promotes research in maths, statistics, and computer science through conferences.

Loyola College's Entrepreneurship Development Cell encourages innovation-driven entrepreneurship, while the Loyola Inclusive Innovation Impact Centre (L3iC) supports startups with mentorship, space, and funding and Loyola Institution's Innovation Cell instils the spirit of innovation through seminars on IPR and workshops to incubate innovative ideas. This comprehensive framework facilitates transformative learning, fostering innovation, research, and entrepreneurship.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/eri/home">https://www.loyolacollege.edu/eri/home</a>

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

19

File Description	Documents
Report of the events	No File Uploaded
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.4 - Research Publications and Awards**

<b>3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software</b>	<b>A. All of the above</b>								
<table border="1"> <thead> <tr> <th data-bbox="86 488 550 548">File Description</th> <th data-bbox="555 488 1477 548">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 555 550 801">Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check</td> <td data-bbox="555 555 1477 801" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 808 550 869">Any additional information</td> <td data-bbox="555 808 1477 869" style="text-align: center;"><b>No File Uploaded</b></td> </tr> </tbody> </table>	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	<a href="#">View File</a>	Any additional information	<b>No File Uploaded</b>			
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	<a href="#">View File</a>								
Any additional information	<b>No File Uploaded</b>								
<b>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</b>									
<b>3.4.2.1 - Number of PhD students registered during the year</b>									
<b>84</b>									
<table border="1"> <thead> <tr> <th data-bbox="86 1142 550 1202">File Description</th> <th data-bbox="555 1142 1477 1202">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1209 550 1314">URL to the research page on HEI website</td> <td data-bbox="555 1209 1477 1314" style="text-align: center;"><b>Nil</b></td> </tr> <tr> <td data-bbox="86 1321 550 1449">List of PhD scholars and details like name of the guide, title of thesis, and year of registration</td> <td data-bbox="555 1321 1477 1449" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1456 550 1523">Any additional information</td> <td data-bbox="555 1456 1477 1523" style="text-align: center;"><b>No File Uploaded</b></td> </tr> </tbody> </table>	File Description	Documents	URL to the research page on HEI website	<b>Nil</b>	List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>	Any additional information	<b>No File Uploaded</b>	
File Description	Documents								
URL to the research page on HEI website	<b>Nil</b>								
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>								
Any additional information	<b>No File Uploaded</b>								
<b>3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year</b>									
<b>0.257</b>									
<table border="1"> <thead> <tr> <th data-bbox="86 1729 550 1789">File Description</th> <th data-bbox="555 1729 1477 1789">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1796 550 1926">List of research papers by title, author, department, and year of publication</td> <td data-bbox="555 1796 1477 1926" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1933 550 1998">Any additional information</td> <td data-bbox="555 1933 1477 1998" style="text-align: center;"><b>No File Uploaded</b></td> </tr> </tbody> </table>	File Description	Documents	List of research papers by title, author, department, and year of publication	<a href="#">View File</a>	Any additional information	<b>No File Uploaded</b>			
File Description	Documents								
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>								
Any additional information	<b>No File Uploaded</b>								
<b>3.4.4 - Number of books and chapters in edited volumes / books published per teacher during</b>									

**the year**

**0.065**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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**

**493**

File Description	Documents
Any additional information	<a href="#">View File</a>
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**

**61**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

### **3.5 - Consultancy**

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

**1**

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View File</a>
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	<a href="#">View File</a>
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

Designated faculty members closely oversee and monitor students' active participation in outreach and extension activities, a mandatory requirement for earning specified credits toward course completion. This engagement is crucial in achieving the learning outcomes of their respective programs. Student involvement and performance in co-curricular and extracurricular activities serve as indicators of the level of course outcomes attained and contribute to the broader program outcomes of the college. Also, the college organized free COVID vaccination camps, demonstrating its proactive commitment to public health. This initiative resulted in many staff members, eligible students, and members of the general public

receiving both vaccine doses, contributing to the broader community's well-being.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/outreach/home">https://www.loyolacollege.edu/outreach/home</a>

### 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

12

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded
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)

258

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

17002

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	No File Uploaded

## 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

92

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
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	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
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 has an expansive 96-acre campus with well-equipped physical infrastructure to support academic activities. The institution's learning resources are housed in a heritage building covering 37,628 square feet. There is a substantial 3,29,326 square meters of classroom space. There are labs of Physics, Chemistry, Food Chemistry, Botany, Biotechnology, Zoology, Computer Science, Data Science, Visual Communication, and the Language Lab which collectively occupy a total area of 26,550 sq.ft.

The library spans 19,000 sq. ft., and the staff rooms cover an area of 20,048 sq. ft. Administrative offices have 8,910 sq. ft. space. The Men's hostel has 672 rooms (1,44,682 sq.ft.) and the Women's hostel has 131 rooms (78,762 sq.ft.). There are playgrounds spanning 12,29,900 sq. ft., with a sports room and a 500 sq.ft. gym.

The entire campus offers Wi-Fi connectivity. There are specialized centers like Bertram Hall, Training and Placement Centre, IQAC Office, Controller of Examinations Office, Student Counselling Centres, Research Institutes, Centres of Excellence, and exclusive common rooms for both male and female students. The college is committed to inclusivity, providing ramps and a separate room with computing facilities for specially challenged students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/">https://www.loyolacollege.edu/</a>

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 pivotal role in promoting a wide range of indoor and outdoor sports and games, serving as an integral part of campus life. The institution provides diverse sports facilities, including Archery, Badminton, Basketball, Chess, Cricket, Football, Handball, Hockey, Tennis, Table Tennis, and Volleyball, among others. A recent addition includes a dedicated cricket ground and playground exclusively for women students.

Outdoor sports find ample space with cricket, hockey, and football fields. The campus boasts three basketball courts, two volleyball courts (one with floodlights), and a 400-meter athletic track with six lanes. There are also three tennis courts, a Kabaddi court, and indoor game facilities like table tennis, chess, and carrom boards. A sports pavilion, equipped with ground staff restrooms and equipment storage, ensures convenience, with sports kits readily available.

The college also fosters cultural activities encompassing Dance, Music, Theatre, Fine Arts, and Literary events. Annual events like the inter-departmental cultural festival "OVATIONS" and intercollegiate department festivals are facilitated by Loyola Students Union, Department Associations, and Fine Arts Club. Various clubs conduct events that raise awareness among students on various social issues.



File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="https://www.loyolacollege.edu/ceds/yoga_meditation.php">https://www.loyolacollege.edu/ceds/yoga_meditation.php</a>

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

134

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

11,95,98,289

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
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)

In 1995 a Open Source Software supported by UNESCO was installed with minimum fields. (Only as a storage device).

In 1999 private software AUTOLIB was installed. Apart from storage of Book Details, Journals and Membership details were also included. This enabled us for Computerised Transaction (Issue & Return of books).

In 2016 college Administration was gradually migrating to a ERP software. Due to this Library has also migrated to the existing ERP system of College. Membership data is collected from a common entry point. Whereas other details like Books, Journals were entered by the Library Staff. Various type of reports were generated by the existing system. Buy utilising a common Identity Card (chip enabled) all the library transactions are linked to a common server and the user is able to view all his library transaction through web enabled portal. Even the Overdue charges are linked to a common payment system. From the user point of view all the library transactions are more transparent.

In 2019 all the Books in the Library are fixed with RFID tags. Through Self Service Terminals user can do all his transactions (Issue, Return, and Renewal).

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/library/profile">https://www.loyolacollege.edu/library/profile</a>

**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	<a href="#">View File</a>
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)**

3,673,338

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
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)	<a href="#">View File</a>

#### 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

340

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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

Loyola IT Support Services (LITSS) has a dedicated team responsible for IT installation, maintenance, Wi-Fi connectivity and handling system and network management, ERP, servers, and LCD projectors. The entire Loyola college campus is equipped with Wi-Fi, ensuring seamless connectivity for various academic and administrative purposes.

Academic staff, administrative personnel, and students receive daily data allowances of 5GB and 2GB, respectively, with a primary speed of 100 Mbps. Additional Wi-Fi access points are strategically placed across the campus. All classrooms and auditoriums are IT-enabled. The college houses specialized labs for multimedia, animation, and e-learning resource development, enhancing the integration of ICT in teaching, learning, and research.

CCTV and biometric systems enhance campus security. Regular updates and upgrades are performed to maintain the campus's ICT infrastructure. Smart rooms equipped with smart boards have revolutionized teaching and learning. Staff members undergo periodic training sessions and workshops to operate these smart boards effectively.

The digital library, connected to the internet, provides students access to numerous e-journals and magazines, expanding their academic resources. Loyola College is committed to staying at the forefront of ICT integration, ensuring that the campus remains technologically advanced and conducive to modern education.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/">https://www.loyolacollege.edu/</a>

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
5514	1200

File Description	Documents
Upload any additional information	No File Uploaded

**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**      A. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

**4.3.4 - Institution has facilities for e-content development:**      A. All four of the above  
**Facilities available for e-content development**  
 Media Centre  
 Audio-Visual Centre  
 Lecture Capturing System (LCS)  
 Mixing equipments and software for editing

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/econtents">https://www.loyolacollege.edu/econtents</a>
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 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)

15,32,72,899

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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 well-established processes for managing its physical, academic, and support facilities. The Secretary administers infrastructure development and maintenance, safeguarding assets, and coordinates with department heads, faculty, administrative staff, maintenance personnel, lab attendants, librarian, and library assistants.

Campus security maintains vigilance, using CCTV surveillance to protect assets and control vehicular entry and parking. The Maintenance Manager oversees electrical and electronic equipment, while support staff ensure the cleanliness of classrooms/seminar halls. On-campus carpenters address furniture repair needs. The efficient use of electric fixtures, fans, and projectors is enforced.

Library operations, including cataloging and circulation, are automated and managed by the librarian and assistants. The playgrounds are used by students and staff, with the Physical Education Department faculty/coaches responsible for their upkeep.

The Computer Centre Director and staff ensure the availability IT

facilities and functionality of computer labs. Hardware and software maintenance and upgrades are handled by the system administration team, while Internet, intranet, and LAN facilities are fully operational and monitored by server room staff.

Department Heads request necessary items like stationery, printers, and books through the ERP system, expediting procurement. This holistic approach guarantees the smooth operation and optimal utilization of the college's diverse facilities.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://iqac.loyolacollege.edu/SSR/QNM/4.1.3">https://iqac.loyolacollege.edu/SSR/QNM/4.1.3</a>

## 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

1330

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	No File Uploaded

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

1335

File Description	Documents
Upload any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

#### 5.1.3 - The following Capacity Development and Skill Enhancement activities are organised

A. All of the above

**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	<a href="https://www.loyolacollege.edu/ceds/yoga_meditation.php">https://www.loyolacollege.edu/ceds/yoga_meditation.php</a>
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	No File Uploaded

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

380

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 5.2 - Student Progression

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

671

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of outgoing students progressing to higher education

441

File Description	Documents
Upload supporting data for students/alumni	No File Uploaded
Details of students who went for higher education	<a href="#">View File</a>
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

5



File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

188

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded

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

The college has an active Student's Union, which is an elected body that represents the students of the entire college from both Shift-1 and Shift-2. The election for office bearers of Loyola Students Union is conducted during the first week of the academic year. Moreover, student representatives are regularly invited to participate as members of the Board of Studies meetings and College Council meetings. Their perspectives are well taken into account while formulating a new curriculum. The college offers numerous opportunities for students to participate in a wide range of co-curricular, extra-curricular, social, sports and community development activities. The Loyola Students Union, Department Associations and various Clubs grab these opportunities and organise various programs based on the thrust areas of their domain for the students. All student representatives, office bearers of various bodies participate in the Open Forum, that is organised once every semester and it helps as an interface between students and administrators. The concerns and feedback are collated and taken into account for various policy decisions. The major programs/activities conducted by Loyola Student's Union: 1. Various competitions throughout the year. 2. Ovation - An Inter-Departmental Cultural Competition. 3. Administration of various welfare provisions for students. 4. Organising department festivals, organising special programs on national and international days of importance and ethnic festivals. Major Activities of Departmental Association

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/LSU/home">https://www.loyolacollege.edu/LSU/home</a>

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

15

File Description	Documents
Report of the event	No File Uploaded
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

### 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 on the 1st of August 2021, on the theme "Lets Connect, Collaborate and Celebrate." The Loyola Alumni Association (LAA) honored the late Dr. Vergehesse Kurien with the Lifetime Achiever Award. Six "Meet your Professors series" and 3 "International Webinars" were held during the year. LAA has helped the economically weaker students with scholarships to the tune of Rs 8,06,252/- to pay their College fees and hostel students to pay their mess fees. Loyola Alumni Association Chapters are providing tremendous support in the respective region. LAA opened its Souvenir outlet Shop@1925 on 4th April 2022 at the college campus.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.loyolacollege.edu/alumni/">https://www.loyolacollege.edu/alumni/</a>

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## 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

Loyola College's mission is to cultivate students into Competent, Committed, Creative, and Compassionate individuals dedicated to serving others. The institution fosters an environment of intellectual rigour and ethical values, nurturing students towards exemplary service. College governance relies on well-established policies governing admissions, teaching, learning, evaluation systems, and research.

Leadership resides with the Jesuit Management team, composed of Jesuit priests including the Rector, the Vice-Chairman, Secretary & Correspondent, and Principal, supported by other Jesuit priests within the Loyola community. They are committed to realizing the institution's vision driven by the spirit of "MAGIS" (for the greater glory of God).

Administrative decisions are collectively made by various officials through periodic meetings for planning and organizing diverse activities. The mission statement succinctly encapsulates the institution's actions and outlines overarching goals, offering clear guidance for decision-making. These goals include striving for excellence in teaching, learning, and holistic student formation, reaching out to marginalized communities to make higher education accessible, promoting research excellence through national and international collaborations, and creating eco-friendly infrastructure and facilities.

Since 1925, Loyola College has nurtured numerous talented individuals who have emerged as exemplary leaders in diverse fields, contributing significantly to the nation's progress and development.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://www.loyolacollege.edu/about/VisionMissionAndCoreValues">https://www.loyolacollege.edu/about/VisionMissionAndCoreValues</a>

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

Loyola College's decentralized administrative structure comprises Vice-Principals, Deans, Heads of Departments, and Coordinators. Regular committee meetings convene to plan, execute, monitor, and evaluate activities for the current and upcoming 5 academic years. Every activity is benchmarked, ensuring quality administration through stakeholder collaboration. Syllabus and curriculum reviews are conducted across disciplines to provide quality education. The roles of the Board of Studies and Academic Council are monitored for effectiveness.

Faculty members actively participate in decision-making across various levels. Department Heads collect opinions, suggestions, and feedback from staff members on administration and academics, forwarding them to the Principal and Secretary for consideration. Staff members hold various administrative roles, including Vice-Principals, Deans, HoDs, and members of academic and administrative bodies, actively engaging in decision-making processes. The Staff Association also contributes to management decisions.

The institution involves numerous academic and administrative bodies and committees in the decision-making process. Decisions are collaborative, with stakeholders present, acknowledging and crediting participants for their creativity and innovation. The college's decision-making process encompasses statutory bodies like the Governing Body, College Council, Academic Council, Administrative Council, Forum of HoDs and Coordinators, and Departmental Board of Studies, ensuring a comprehensive and inclusive approach to governance.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://www.loyolacollege.edu/administration/home">https://www.loyolacollege.edu/administration/home</a>

## 6.2 - Strategy Development and Deployment

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

The Management has formulated future development and expansion plans in well-structured proposals and actionable strategies. Drawing from the findings of SWOC analysis and anticipation of future possibilities, the institution has unveiled a comprehensive Master Plan for the next two decades, known as Plan 2034, with the aim of realizing the college's vision.

The core concept underlying this development plan is the integration of green technology and energy-efficient solutions to foster an eco-friendly and user-centric environment. Key highlights of this proposal encompass: 1) Building orientation designed to minimize radiation and maximize natural lighting, 2) Utilization of natural site conditions, including contours and vegetation, 3) Stacked building structures to provide ample shade 4) Use of locally available materials for construction, 5) Implementation of rainwater harvesting, 6) Recycling water for landscaping and other purposes, 7) Installation of rooftop solar panels for electricity generation.

Integration of solar water heaters.

Notable achievements encompass the expansion of Commerce block, Loyola Hostel block, additional cricket and women's playgrounds, campus-wide user-friendly enhancements, installation of digital boards and LCD monitors for program updates, and the ongoing smart campus network transformation for a modernized look.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/">https://www.loyolacollege.edu/</a>
Upload any additional information	No File Uploaded

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, a minority institution managed by Chennai Province Jesuits, has the Provincial as its Chairman and Governing Body head. Provincial decisions include Principal, Secretary and other religious staff appointments. The Rector, also Vice-Chairman, manages policies. The Secretary & Correspondent enhances infrastructure, and the Principal oversees academics.

Recruitment adheres to UGC, University of Madras, and Tamil Nadu Government guidelines. Madurai Jesuit Higher Education Commission manages the process, and appointments rely on results assigned by the Secretary and Correspondent.

In adherence to UGC guidelines, Loyola College establishes key statutory bodies:

**Governing Body:** Approves policies, budgets, programs, and scholarships.

**Academic Council:** Reviews Board of Studies' proposals, sets academic rules, approves research plans, and offers academic advice.

**Board of Studies:** Develops curriculum, recommends syllabi, suggests ICT-based teaching methods, evaluates outcomes, and strategizes for student achievement.

Further, the institution maintains several cells and committees, including Staff Grievance Cell, Student Grievance Cell, Internal Compliance Committee, Disciplinary Committee, Anti-Ragging Committee, Finance Committee, Purchase Committee, Internal Quality Assurance Cell, Examination Committee, Admission Committee, Library Committee, Games and Sports Committee, and College Magazine Committee. These bodies convene regularly to address specific concerns within their respective areas and provide recommendations

to the College Council for policy formulation.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://www.loyolacollege.edu/administration/organogram">https://www.loyolacollege.edu/administration/organogram</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.loyolacollege.edu/">https://www.loyolacollege.edu/</a>

**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	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	No File Uploaded

**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 management cares for overall development and well being of all staff. Annual Orientation Programmes promote academic development. Staff members motivated to participate in Orientation, Refresher Programs, and development initiatives offered by the University and external agencies. The college upholds staff's research contributions, paper presentations, and conference involvement with monetary incentives and research awards and cash awards. Financial incentives are provided to research guides upon their candidates' successful completion of PhDs. Supporting staff's pursuit of further education, attending conferences and workshops is encouraged. High-achieving children of administrative staff are rewarded with cash. The compensation for all management staff aligns with UGC scales, including gratuity and PF with periodical updations. Campuswide free Wi-Fi, email access with the institute's



domain, and well-equipped staff rooms enhance the working environment. Maintenance staff are assigned to all departments. Proper provision exists for staff in the food court. Staff can utilize sports, games, and gym facilities. There is a health center. There is separate parking for staff. Retired staff are honored on Teachers' Day and invited to college celebrations and programs and also to serve in administrative capacities. Senior staff are given administrative roles.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/igac/fdp">https://www.loyolacollege.edu/igac/fdp</a>

### 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

7

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)	<a href="#">View File</a>

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

5

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

### 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.)



40

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institution conducts internal and external financial audits regularly

Financial auditing is done by the internal auditor who is duly approved by the Governing Body at periodical intervals. To assure compliance of the institution a statutory auditor who is duly approved by the Governing Body will complete the process of statutory audit. Apart from these systems the 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.

- Quarterly audit conducted by internal auditors
- Statutory auditor certifies the Annual Financial Statements of our college
- State Govt. Audit is conducted every year by the RJDCE / DCE department.
- Income Tax Filing carried out by the college on yearly basis

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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)**

78270342.00

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

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

The college has a robust fund mobilization and utilization system drawing resources from diverse avenues like student fees, government supported staff salaries, scholarships, and corpus funds. Support is received from funding agencies like CE, Autonomy Grants, DBT-STAR, DST-FIST, ICSSR, UGC-B. Voc., Major-Minor projects, and travel grants from UGC and ICSSR. Contributions from sponsors, alumni, and philanthropists also contribute significantly to the college's funds.

The Finance Committee, led by the Principal formulates strategies for fund raising, overseeing the monitoring and control of fund usage. It ensures the submission of audited financial statements and budget allocation for each academic year. Any extraordinary funding needs, such as permanent campus structures or capital expenditures arising from new developments, require authorization from the governing body, with approval from Rev. Fr. Rector, the Chairman of the governing body.

The finance committee develops the annual budget and presents to the Governing body for approval. Income and expenditure are monitored by the Bursar office, Chief Financial Officer, and the Principal. The college follows a structured procurement procedure through ERP, and the purchase committee. Unbudgeted fund requirements are considered based on proposals and special permissions.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

## 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 (Internal Quality Assurance Cell) is responsible for institutionalizing quality-related initiatives within the institution.

These initiatives encompass various aspects, and the major functions of IQAC include:

1. Documenting and compiling reports of programs and activities for ranking, accreditation processes, and submission to higher educational institutions.
2. Collecting feedback from stakeholders regarding quality-related processes which is crucial for informing policy decisions within the institution.
3. Fostering professional development through workshops, FDPs, orientations, seminars, and conferences.
4. Creating Quality Circle consisting of students to engage them in quality enhancement initiatives.

The major quality initiatives undertaken by IQAC include:

1. Conducting Open Forum sessions to facilitate communication among management, administrators, and students and providing actions taken report.
2. Facilitating interactions between parents and teachers to discuss the progress and development of students through Parent-Teacher Meet.
3. Gathering feedback through Exit Poll from graduating students to assess their overall academic experience and suggestions for improvement.
4. Assessing staff members to enhance the quality of teaching through Staff Assessment.

5. Implementing Academic Audit, a faculty-driven model of self-reflection, peer feedback, collaboration, and teamwork to improve teaching, learning, and evaluation processes.
6. Guiding NAAC aspirant institutions through PARAMARSH scheme.

These initiatives are aimed at ensuring quality in various aspects of the institution's functioning, aligning with the institution's commitment to excellence.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.loyolacollege.edu/iqac/UGC_PARAMARSH.pdf">https://www.loyolacollege.edu/iqac/UGC_PARAMARSH.pdf</a>

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 (Internal Quality Assurance Cell) plays a proactive role in reviewing the teaching-learning process and acts as a coordinating and facilitating body across various college units. IQAC significantly contributes to improving and enhancing the teaching-learning process through various means.

IQAC establishes a platform for open dialogue and feedback, fostering greater participation and mutual understanding in the teaching-learning process. This is achieved through student assessments of staff, feedback collected in Open Forum sessions, and Exit Polls.

Furthermore, IQAC envisions the integration of teaching, technology, infrastructure, and support services to facilitate a seamless teaching and learning experience. Each academic year commences with an Orientation organized by IQAC, focusing on teaching-learning pedagogies. Continuous training for junior staff is provided, emphasizing teaching methodologies and ICT utilization, while encouraging exploration of new pedagogical approaches.

Departments are required to plan their academic year and submit planners to IQAC for ongoing monitoring. IQAC sets norms for academic programs, including seminars, workshops, conferences, research paper publications, and innovative teaching methods.

Staff Assessment reports are compiled and shared with the Principal, who, in turn, provides feedback to staff, serving as a performance indicator for teaching effectiveness. At the end of the academic year, departments present their activities during departmental evaluations, allowing for monitoring of achievements aligned with established norms and academic plans.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**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	<a href="https://www.loyolacollege.edu/igac/home">https://www.loyolacollege.edu/igac/home</a>
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 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

Loyola College provides a safe and nurturing environment for its female students. The institution ensures the well-being and security of women on its campus. A dedicated women's hostel, complete with secure boundary walls, offers a comfortable and secure living space.

Security personnel are stationed at all entry points to monitor and restrict access. The campus is equipped with CCTV cameras to enhance surveillance. Loyola College takes a strong measures against ragging through its anti-ragging committee. To address any concerns, a dedicated grievance cell for women includes the POSH (Prevention of Sexual Harassment) committee and the Forum for Loyola Women Students (FLOWS). FLOWS organises webinars on topics such as "Gender Equality," "Fitness Precedes Focus," "Emotional Challenges in Online Learning Environment," and "How to Apply for Bank Jobs" to meet the unique needs of female students. Additionally, the college provides qualified women counselors to offer effective support. For added convenience and comfort, female staff and students have access to separate common rooms equipped with first aid provisions, water dispensers, napkin vending machines in multiple locations, and recreational facilities. Well-maintained restrooms are available throughout the campus, ensuring the utmost convenience and comfort for women at Loyola College.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.loyolacollege.edu/deans/deanofwoman">https://www.loyolacollege.edu/deans/deanofwoman</a>

<b>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</b>	<b>B. Any 3 of the above</b>
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File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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)

**Waste Management:** The college has an outsourcing agreement to ensure the cleanliness of the campus. Dustbins are strategically placed throughout the campus and disposed off daily by the hygiene team of the maintenance department. The entire campus undergoes cleaning twice a day, while floors and restrooms are cleaned hourly. Also

equipment and systems from various departments are collected for repairs. External vendors handle e-waste.

**Sewage Treatment Plant (STP):** The college employs a Bio Culture Treatment Process to treat sewage water daily, producing treated water used for gardening after quality testing. The Loyola ERI Centre of Excellence monitors the treated water's quality monthly. Pacific Clear-Tech operates and maintains STP.

**Bio-Waste Management:** Daily bio-waste is processed in a bio-digester, producing an average of 50kgs of methane daily which is utilised to heat water for the campus mess.

**Organic Leaf Waste Management:** Loyola College daily collects over 500 kgs of leaf which is mixed with slurry from the bio-digester and processed for 45 days to create organic manure that is used to fertilize plants on the campus. These sustainable practices, including biogas and organic manure production, are overseen by Carbon Loops, a startup company founded by a Loyola College alumnus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for**

A. Any 4 or All of the above

greening the campus are as follows:

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	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	<a href="#">View File</a>

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.7 - The Institution has a disabled-friendly

A. Any 4 or all of the above



**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.**

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	<a href="#">View File</a>
Details of the software procured for providing assistance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 not only sensitive but also deeply committed to fostering an inclusive and diverse atmosphere. The institution not only respects the rich tapestry of cultural, regional, linguistic, communal and socio-economic backgrounds that its students bring but actively takes steps to celebrate and support this diversity. This commitment is initiated with the admission process, meticulously designed to accommodate students from a wide range of backgrounds, including those from economically disadvantaged backgrounds, national and even international students. Remarkably, a significant percentage of the total student intake represents socially challenged categories like SC/ST/OBC, underlining Loyola's dedication to inclusivity. Loyola College also champions gender inclusivity, noting a significant increase in the inclusion of the third gender compared to previous years. Initiatives like the Onam festival promote cultural understanding and harmony among students from neighboring states such as Kerala.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:	
<p>Our institution promotes Universal Human Values and Professional Ethics. The School of Human Excellence serves as the bedrock for the holistic growth of every student. Our curriculum imparts vital knowledge and values. Subjects like Social Awareness delve into the Indian Constitution, the legacy of Social Reformers, the fight against Corruption, and Legal legislations. We explore the Universal Declaration of Human Rights (UDHR) Articles, ensuring our students grasp their constitutional duties and roles in nation-building. We strive to instill a profound sense of national integrity and patriotism within each student. Throughout the academic year, our institution commemorates significant events, including Constitutional Day, National Unity Day, and Human Rights Day. These occasions come alive with engaging programs, featuring e-quizzes and enlightening guest lectures, thoughtfully organized by our dedicated National Service Scheme under the aegis of the Ministry of Youth Affairs. Furthermore, during State Legislative Assembly Elections, our students actively engage in assisting voters, forging collaborations with the Office of the Chennai Police Commissioner and the Office of the Welfare of the Differently Abled. This reflects our institution's unwavering commitment to nurturing values, ethics, and a profound sense of civic responsibility in our students.</p>	
File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>A. All of the above</b>

**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**

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
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	No File Uploaded
Any other relevant information	No File Uploaded

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

The major national days of observance in the year 2021-22 are Pongal Day (January 14), Republic Day (January 26), International Day of Women (March 8), International Day of Yoga (June 21), Independence Day (August 15), Teachers Day (September 5). This involves the active participation of both staff and students. The Navy, Air and Army wings of the NCC and NSS volunteers conducted the parade. Every year a few of our NCC cadets and NSS Volunteers are selected for the Republic Day parade in New Delhi. The International Women's day 2022 was held on 8th March 2021. Various competitions were held and the prize winners were awarded for their achievements.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	No File Uploaded
Geotagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

**1. Loyola Counseling Centre (LCC) & Mentoring.**

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

2. School of Service Learning / The Outreach / Extension activities of the College. <https://www.loyolacollege.edu/igac/>

File Description	Documents
Best practices in the Institutional website	<a href="https://www.loyolacollege.edu/igac/">https://www.loyolacollege.edu/igac/</a>
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) focuses on the welfare and development of economically disadvantaged students providing the following support initiatives:

LSSS offers scholarships, management concessions, and financial aid to needy students. Jesuit Educational Support (JES) provides scholarships and management fee concessions. Needy students benefit from the Free Lunch Scheme.

LSSS offers supplementary education, special coaching, and remedial programs. The "Earn While You Learn" program provides part-time job opportunities for students to meet their financial needs and become self-supportive.

Loyola Emancipatory Action for Dalit Students (LEADS) reflects the institution's commitment to social justice, specifically targeting the welfare of Dalit students. LSSS actively engages with marginalized communities, such as gypsy children, to understand their socio-economic conditions and emotional needs.

A dedicated unit within LSSS provides training in various arts, crafts, theatre forms, and traditional dances of Tamil Nadu to marginalized students. In collaboration with the Alternative Media Center, LSSS organizes "Veedhi Virudhu Vizha," an annual cultural festival featuring thousands of folk artists from Tamil Nadu since 2013.

LSSS stands as a testament to Loyola College's commitment to inclusive education and social upliftment, providing invaluable

support and opportunities to those in need.

File Description	Documents
Appropriate link in the institutional website	<a href="https://www.loyolacollege.edu/lsss/home">https://www.loyolacollege.edu/lsss/home</a>
Any other relevant information	<a href="#">View File</a>

### 7.3.2 - Plan of action for the next academic year

Loyola College has meticulously planned to execute the following in the coming years:

1. Proposals are submitted to University of Madras to start new courses, B. Sc. Criminology and M. A. Liberal Arts in the academic year 2022-23.
2. The Wi-Fi bandwidth for Loyola campus would be increased to 1000 Mbps .
3. The ERP system would be strengthened by integrating all the units and departments with the IQAC for document submission..
4. In line with the declaration of Universal Apostolic Preferences of the Society of Jesus as well as Province Apostolic Preferences of Jesuit Chennai Province, Loyola College would strive to translate them into concrete programs.
5. Proposal made to start one more section in B.Sc Vis.com and BBA and also start Post Graduate program in Liberal Arts.
6. Loyola Alumni Association will start Coaching for Competitive Exams for our students. Departments will be encouraged to come up with skill based courses.
7. IQAC is working with the possibility of launching a Digital MIS system that can capture data on a real time basis.
8. The Computer Science department is working on a Digital platform for Dynamic Question Bank for all the departments.