



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		LOYOLA COLLEGE (AUTONOMOUS)
Name of the head of the Institution		A Thomas S.J.
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		044-28178300
Mobile no.		9443377840
Registered Email		loyolapincipal@gmail.com
Alternate Email		iqacloyolacollege@gmail.com
Address		Sterling Road, Nungambakkam,
City/Town		Chennai
State/UT		Tamil Nadu
Pincode		600034
2. Institutional Status		

Autonomous Status (Provide date of Conformant of Autonomous Status)	25-Feb-1978
Type of Institution	Men
Location	Urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr.A.Xavier Mahimairaj
Phone no/Alternate Phone no.	04428178423
Mobile no.	9444287256
Registered Email	iqac@loyolacollege.edu
Alternate Email	xaviermraj@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.loyolacollege.edu/iqac/report/AQAR2018_19.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.loyolacollege.edu/Calendar2019_20/WeeklyCalendar2019_20.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
4	A++	3.55	2021	02-Feb-2021	01-Feb-2028

6. Date of Establishment of IQAC	03-Nov-2003
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
No Data Entered/Not Applicable!!!		
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8. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

7

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

. General staff orientation is organised 14th and 15th June 2019 on the theme Outcome based education. The training on the use of smart board technologies was organised. Conference on revised accreditation frame work opportunities and challenges was organized

2. Preparatory work for the 4th Cycle of Assessment and Accreditation of NAAC. A series of meeting for the extended IQAC members and for all the academic staff members were conducted to sensitize the staff of the accreditation framework. Various committees have been setup to take up the assigned responsibilities for the 4th Cycle of Assessment and Accreditation. The IQAC of the college provided the overall leadership for the preparatory works. The various preparatory works have been continuously organised to fulfil completion of DDV and Peer Team visit of the 4th Cycle of Accreditation until 28th and 29th January 2021.

3. The feedback from various stakeholders collected and collated for further deliberations and actions, it includes feedback from Open Forum, Parents, Alumni, Staff and Students. Based on the insights obtained the departments were informed to plan for the revision in curriculum and policy decisions required in order to fulfil various requirements of students on their teaching learning experience in the college

4. Quality Circle members were actively engaged through the leadership programme named Springboard - Prepare Leaders of Tomorrow. 5 sessions on various chosen themes were animated by experts to help the members develop leadership skills organized throughout the academic year.

5. College has been recognized as mentor institutions under PARAMARSH UGC scheme to guide mentee institution for NAAC. Three Programmes have been organised

No Files Uploaded !!!

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
No Data Entered/Not Applicable!!!	
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
College Council Meeting	03-May-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

Yes

Date of Visit

28-Jan-2021

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

04-Mar-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

Yes, the ERP system at Loyola takes care of the various needs of Management Information System (MIS) through ERP which covers various aspects of academics and administration. Students attendance, continuous internal assessment marks, registration for further programs and purchase of various requirements of

departments and centers are effectively and efficiently managed through ERP system. This system enables a fool proof mechanism for documenting, monitoring and controlling various transactions which are financial, academic and administrative in nature. Students Attendance is recorded and monitored through ERP. Also, there is a provision for online payment. Registration of Optional papers are also done online.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
No Data Entered/Not Applicable !!!			
View File			

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
		View File		

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MSc	Data Science	19/06/2019

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships

No Data Entered/Not Applicable !!!

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Loyola College (Autonomous) has been insisting on sustaining quality on the realm of academic and administrative services. As a professional exercise the IQAC initiates the conduct of feedback from various stakeholders, the feedback was obtained on important aspects which includes, the usefulness of the courses, updation of syllabus, quality of teachers, and various practices of accompaniments. During the year on various occasions feedback from alumni is collected from 221 alumni participated. 98 of the respondents gave their feedback that the courses were useful for employment and entrepreneurship, course content was appropriate and relevant. 96 of alumni were highly satisfied with the quality of teaching in the campus. More than 90 of alumni responded that mentoring facilities and other accompaniments are greatly useful. IQAC collected the feedback through the placement office from the recruiters who visit the campus regularly. The placement office was successful in collecting feedback from the recruiters. 81 of the recruiters admired the facilities, opportunities and other provisions related to campus interview/placement at Loyola College and the remaining were content with it. On the days of parent teachers meet conducted on 24th August, 2019 and 14th February, 2020, feedback was collected from parents. Respondents were highly appreciative on various aspects of the college and responded proudly that their overall impression of the college was excellent. It has been a custom from Loyola college to collect feedback from the graduating students on various aspects on the academic and administrative activities in order to perform a quality check and sustain the quality. The overall impression of the program and facilities of graduating students is recorded that more than 80 of them responded good to excellent. IQAC collected feedback from the faculty on curriculum and related aspects. More than 80 of the faculty members have expressed that the course content was relevant and also the freedom for opportunity for curriculum management is excellent. Many suggestions have been received to consider the introduction of new courses. The consolidated feedback report of all stakeholders, shared in the HODs .Coordinators/Officials meeting and also with the departments for further appropriate actions and decisions making.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
No Data Entered/Not Applicable !!!				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	2771	757	130	38	194

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
362	360	7	134	15	5

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

A student who is enrolled for college is faced with a myriad of challenges. The unfamiliar surroundings, culture shock, peer pressure, pressure to perform, physical changes, career choices, relationships, identity formation are just some examples of issues that confront the young undergraduates. Though a majority of students find ways to cope with these issues, a number of them struggle for support ending up making unfavorable choices. This affects their academic performance and the ensuing future. It is in this context that Loyola Counseling centre was started in 2014. The challenge was to design a comprehensive program for the whole college paying special attention to those who are in need. Hence it was important to provide a stigma free mainstream service within the academic framework with far reaching effect. The college came up with the concept of mentoring. The Counselling and Mentoring support was designed to cater to all the undergraduate and post graduate students of Loyola College. Mentoring is a mainstreamed activity that overarches every department. Mentors are experienced faculty members who have signed up to support the students academically outside the scheduled class hours. Every student is assigned a mentor with whom he/she can discuss any issue of concern or that comes in the way of optimal learning. The students can also chose they mentor they want to interact with. Students are encouraged to see the staff profile of the teachers on the college website and choose someone from their own department who is in their comfort zone. The students are encouraged to meet their mentors at regular frequencies. Weekly meetings are encouraged between the mentors and mentees. 1.Increasing number of students availing the counseling services and programs, positive changes reported in the lives of the beneficiaries 2.Observable positive outcomes in personality, interpersonal interactions and academics 3.Outcomes have been highly indicative that students are able to maintain, regulate and revert to their former or higher functioning through counseling services and are able to translate this positivity into other dimensions of their life. 4.Mentoring has proved to be highly successful with the following outcomes The students are wellapprised of the institution, the functioning systems, roles responsibilities, privileges, facilities and opportunities. Addressing the problematic issues of the personal domain of the student's life has shown an improvement in their academic pursuits as well. Students feedback reflect positively on academic and personal mentoring in helping them cope with their life.The overall performance of the student is analyzed by viewing the Academic Mentoring Data Card. There is reported better understanding and dynamics between the students and faculty. The pass percentage has improved.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
10254	362	1 : 28

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
362	362	Nil	35	184

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
View File			

2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester- end/ year- end examination
No Data Entered/Not Applicable !!!				
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
215	9149	2.34

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.loyolacollege.edu/psa

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

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

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

Yes
Name of the teacher getting seed money
View File

3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
-	-	-	-	-
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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

2.24

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		
View File		

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
BBA Department	Petsan Ambros	Self	Petsen Designer	Sole Trader	13/03/2020
BBA	Shashwat	Self	The Madras	Sole	17/07/2020

Department	Rathod		Branding Company	Trader	
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Chemistry	2
COMMERCE	4
Computer Science	2
Business Administration	1
Economics	4
PHYSICS	1
Social Work	2

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Visual Communication	5
No file uploaded.	

3.4.4 – Patents published/awarded during the year

Patent Details	Patent status	Patent Number	Date of Award
Nil	Nil	Nil	Nil
No file uploaded.			

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
View File						

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
View File						

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	59	154	3	117
Presented papers	276	77	Nil	52
Resource persons	Nil	Nil	Nil	52
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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultant(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
2/1/2019 PG Dept of Social Work	National Conference on Peace and Justice: A Subaltern Perspective	Subalterns Alliance for Peace (SAP)	200000
2019-2020 P.G. Research Department of Social Work	CSR Impact Assessment and Evaluation	Chennai Petroleum Corporation Ltd. (CPCL), Manali, Chennai - 600068	234000
No file uploaded.			

3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultant(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
NIL	NIL	NIL	0	0
No file uploaded.				

3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
View File			

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nil
No file uploaded.			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!				
View File				

3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
View File			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
View File					

3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nil	NIL	Nil
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
158547700	95125215

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Newly Added
Laboratories	Existing
Classrooms with Wi-Fi OR LAN	Newly Added
No file uploaded.	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
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CDS/ISIS	Partially	1	1995
AUTOLIB	Partially	1	1999
INE-VARSITY ERP, SOFTWARE LIBRARY SUB MENU	Partially	1	2016

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
No Data Entered/Not Applicable !!!			
View File			

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	1039	506	42	127	77	141	146	200	0
Added	51	28	0	0	0	6	17	0	0
Total	1090	534	42	127	77	147	163	200	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

200 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Production Studio	https://www.loyolacollege.edu/viscom/Equipment/ProductionWing.pdf
Audio and Video Recording	https://www.loyolacollege.edu/viscom/Equipment/AudioVideoEditingLab.pdf
Multimedia Lab	https://www.loyolacollege.edu/viscom/Equipment/AudioVideoEditingLab.pdf
Editing Lab	https://www.loyolacollege.edu/viscom/Equipment/OnlineEditingEquipments.pdf

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
1585.48	1053.78	951.25	709.79

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

The college has well-established systems and procedures for maintaining and utilizing physical, academic and support facilities. The Secretary of the college is the Estate officer and takes care of all the assets of the college. He is the overall in-charge of all facilities and coordinates the same through Heads of Departments, faculty, administrative staff, lab attendants, librarian and library assistants etc. There are security personnel on duty round the clock in the campus who ensure the safety and security of all estate and infrastructure and the roads, entry points etc. are under CCTV surveillance for safeguarding the assets. They monitor the entry and exit of vehicles and regulate the parking inside the college. The maintenance manager is in charge of maintaining all electrical and electronic equipment. The classrooms/seminar halls are cleaned by support staff. Any furniture repairs needed are attended to immediately by the carpenter available on campus. The proper and optimal use of electric lights/fans/projectors etc. is ensured. The routine activities of the library are managed by the Librarian with the help of library assistants. The library is fully automated. All technical activities, catalogue and circulation are automated. The college has playgrounds which are utilised by staff and students to the maximum. The playgrounds, gymnasium and sports infrastructure are under the custody and monitoring of the faculty and coaches of the Physical Education Department and they strictly ensure that the same are properly maintained by students/staff. The Director and staff of the Computer Centre are in-charge of maintaining the IT facilities. All computer labs are available to staff and students and they are fully occupied. Repair/upgradation/ purchase of hardware/software are also taken care of by the system administration team. The internet/intranet/LAN facilities are also fully functional and are properly maintained and monitored by the staff of the server room. In case of any requirement, the Department Heads could place an order/request through ERP and the requirements are procured promptly. It may include stationery items like sheets, chalk box, printers and books.

http://iqac.loyolacollege.edu/SSR/QLM/4.4.2f/amc_details.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	Nil	Nil
Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nil	Nil	Nil

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		

[View File](#)

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
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No Data Entered/Not Applicable !!!

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

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. All contestants can view the polling process and the results are displayed on the screen exclusively for them. 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.Ovations - An Inter-Departmental Cultural Competition. 3.Administration of various studentship, freships and 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: 1. Identifying students' talents for cultural and sports events 2.Organising inter-collegiate-department specific programs on the day of department festival 3.Organising department sports events as part of sports day celebrations of the college 4.Organising field visits and educational tours of the department Major Activities of Quality Circle Members: A Quality Circle is composed of volunteer members and nominated members from each class based on their academic merits and regularity who contribute towards Institutional effectiveness through group processes. The major activities are: 1.Leadership skills development programme. 2.Regular feedback. 3. Identifying students who need help. 4.IQAC News Letter. From the above, it is consolidated that there is effective and dynamic participation of student council among various fora in all decision-making process. The representation of students at all levels is assured and well-noted. The decisions are evolved with the consent and involvement of students.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Loyola Alumni Association is involved in a number of activities both in and out of Chennai campus. Some of the prominent activities in the campus are Alumni

Day and Endowment Lectures and Chapter Activities across the globe. Alumni Day Loyola Alumni Day is celebrated on the First Sunday of August every year which falls in line with Friendship Day. Endowment Lectures Alumni come forward to establish endowment funds to provide scholarships or awards to meritorious students and deserving candidates. Alumni office facilitates the same as and when the need arises. Chapter Activities Local Chapters: There are 8 Indian chapters of Alumni Association at Chennai, Coimbatore, Virudunagar, Erode, Trichy, Madurai, Cochin, and Delhi. There are 18 International chapters in Australia, Singapore, Malaysia, USA, Canada, Dubai, England and France. Programmes: Mentoring: Alumni members actively participate in the Mentoring programs offered by the college, to motivate and inspire the newly admitted students at the commencement of their course. Alumni members are also part of the Board of Studies of their respective departments. This facilitates and offers valuable insights during the restructuring of curriculum, to upgrade the syllabus of the courses. Scholarships: Alumni Association provides student scholarships to the tune of Rs 3 Lakhs per year. Besides, they support Midday meals program, offered by the college, to the deserving students. An official community support programme is conducted under the name 'Give Life' through which the Alumni Association provides support services to underprivileged people in the society. Infrastructure: The Alumni generously contribute to the infrastructure development of the college. They have volunteered and offered their support for the construction of New Hostel Building, being built from the 30th of Jan 2019. Support in Job Mela: Since February 2017, Loyola Alumni Association has been providing its support in organizing Job Mela for the Differently Abled. Loyola family is a global family and this CONNECT celebrates the bonding. Today, more than ever, Loyola alumni are spread over the length and breadth of the globe and this CONNECT can act as a hub that connects the spokes.

5.4.2 – No. of registered Alumni:

61000

5.4.3 – Alumni contribution during the year (in Rupees) :

21418579

5.4.4 – Meetings/activities organized by Alumni Association :

19 Alumni Chapter Meeting

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The administration is decentralized to a great extent by a delegation of responsibilities with Vice- Principals, Deans, Heads of Departments and Coordinators. Periodical meetings of the constituted committees are held to plan, execute, monitor and evaluate the intended activities both for the current academic year and for the next five years. The benchmark is set for every activity to ensure quality administration through concerted efforts of all stakeholders. A periodical review of syllabus and curriculum is regularly done for each discipline and department to update and deliver quality education to the students. The role and functions of the Board of Studies and Academic Council are closely monitored to assist them to function effectively. The faculty members are involved in decision making at various levels. At the Department level, the Head of the Department holds the responsibility of motivating and mobilizing the opinion, suggestion and feedback from the staff members at all aspects of administration and academics. Heads / Coordinators

pass it on to the Principal and Secretary at the appropriate forum facilitating the process of decision making. Staff members hold various administrative positions which are as follows: Vice-Principals, Deans, HoDs, Members of Academic Council, College Council, Governing Body – thus creating a platform for the faculty to be actively involved in decision making. Further, the staff members are encouraged to assist management in decision making both through individual suggestion/representation and / or through Staff Association. The staff association helps the management with their suggestions. To enhance the process of developing alternatives to facilitate effective decision making, the various academic and administrative statutory bodies/committees are involved by the management of Loyola College. The quantitative and qualitative factors of decisions propounded by any department are analyzed by the superior body along with Cost-Effective analysis and the final decision is arrived at, in the presence of the stakeholders, thus giving full credit to the participants who are expected to use their creativity and innovation in the process of decision making. The process of decision making in Loyola involves the following statutory bodies: Governing Body – College Council – Academic council – Administrative Council – Forum of HoDs and Coordinators – Departmental Board of Studies. Apart from these Officials Forum, Students’ Forum also has been consulted on matters of concern related to students.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
<p>Research and Development</p>	<p>The college has established four exclusive Research Centres on different thematic areas and an Entrepreneurship Development Cell. Entomology Research Institute (ERI): The mission of ERI is to create a better scientific world through research and publications and also in training students and farmers in the realm of environment, sustainable agriculture and human welfare by evolving alternate eco[1]friendly technologies. Loyola Institute of Frontier Energy (LIFE): The mission of LIFE is to provide innovative high quality scientific and technical solutions in the field of energy, environment, ethics and transfer of knowledge through various research projects funded by Government of India. Loyola Institute of Social Science Training and Research (LISSTAR): It is a Social Science and Humanities research unit with a focus on research, training and publication. LISSTAR publishes an Inter-disciplinary National Journal, Social Glance. It has collaborated with some advanced research centres such as Centre for Development Studies (CDS) Trivandrum, RGNIYD and UNHCR. Loyola – Racine</p>

Research Institute of Mathematics and Computer Sciences (LIMCOS): It is a Research Centre for Excellence in Mathematics, Statistics and Computer Science. LIMCOS promotes research through online and ICT. It organizes International/National conferences on the chosen themes under their domain periodically. Entrepreneurship Development (ED) Cell: It organises seminars/workshops/training programmes regularly to motivate students to become entrepreneurs. The focus of the ED cell is to provide various services, including information on all aspects of enterprise building to budding entrepreneurs, to create and inculcate a culture of innovation-driven entrepreneurship through student activities Loyola Inclusive Innovation Impact Centre (L3iC): It is an open inclusive innovation startup ecosystem established under the aegis of Prof. C.K.Prahalad, Centre for Emerging India. The Centre provides space, funds and mentorship to startups. Participants at Incubation Centre ideate, iterate and identify viable solutions, experiment with inclusive business models, find investments and explore scaling up options.

Examination and Evaluation

The COE office has its exclusive software to manage its various requirements. All aspects of the system are completely automated starting from online registration to downloading results and verification. The mark statement of Loyola College has 13 security features. The IQAC conducts quality audit through department evaluation at the end of each year for improving the academic quality. Students can peruse the valued answer scripts of the internal tests. There is a provision to apply for reevaluation of answer scripts of the final examinations

Teaching and Learning

All programmes have the formal pedagogy of teaching and learning within the curriculum with stipulated marks and grades such as assignments, seminars, projects, field trips, industry visits, internship, lab work and taking up courses in MOOCs. PG students submit projects and M.Phil. scholars research on socially relevant areas for their dissertation.

<p>Curriculum Development</p>	<p>A well-structured procedure is in place for designing the curriculum. The template for the overall curriculum is prepared through consultative process among the various stakeholders initiated by the Academic Deans. Based on their inputs, the type of courses and the number of allied/optional courses are stipulated and contents are prepared by the respective departments. The Course Outcomes are outlined in alignment with the Programme Specific Outcomes which ensure the fulfilment of Programme Outcome. The curriculum is placed for approval by the department in the Board of Studies (BOS) which is constituted as per prevailing norms of the University of Madras that includes members from industry, representation from students and alumni. It is then placed for approval in the Academic Council. The curriculum is, thus, finally evolved after incorporating the suggestions from members of the Academic Council. The status of autonomy helps the college to restructure the curriculum with due consideration of suggestions from stakeholders in order to make it relevant to contemporary times.</p>
<p>Library, ICT and Physical Infrastructure / Instrumentation</p>	<p>The high-quality library facilities are further equipped with the following software: CDS/ISIS: In 1995 Open Source Software supported by UNESCO was installed with minimum fields (device). AUTOLIB: In 1999 private software AUTOLIB was installed. Apart from storage of book details, details related and membership were also included. This enabled the computerised transaction of books (Issue books). e[1]Varsity ERP system (First line InfoTech Pvt., Ltd.,) In 2016 ERP software was introduced in the library and from the user point of view, all the library are more transparent. Required reports are generated by the existing system. All the Books in fixed with RFID tags. Through self-service terminals, user can do all his transactions (Issue, Renewal).</p>
<p>Human Resource Management</p>	<p>The recruitment process has been carried out by Jesuit Madurai Higher Education Commission as per the guidelines of UGC, University of Madras and Government of Tamil Nadu. As per the results of the recruitment process</p>

administered by Madurai Jesuit Higher Education Commission, the Secretary and Correspondent appoint staff for aided and management vacancies. The Secretary Correspondent is responsible for the enhancement and maintenance of infrastructural facilities of the college with the help of administrative staff and maintenance team. IQAC plays a vital role in bringing out an Academic Staff Performance Indicator and it has been duly implemented since the academic year 2017-18. The performance indicator incorporates details of lectures delivered, remedial learning programmes and supports extended to slow learners for enhancing their competency. It also throws light on the research efforts, publications, organizing and attending conferences and academic programmes by the staff members. It encompasses details regarding various awards, honours and recognition conferred upon them and various administrative responsibilities held by them. The score sheets are prepared by the IQAC and submitted to the management for appropriate actions.

Industry Interaction / Collaboration

The curriculum of both UG and PG has a component of internship. Hence all students have to undergo a month of internship and get the exposure from work settings through this many linkages are created for industry and academia interaction. All departments regularly organize guest lectures, endowment lectures, seminar, conferences, workshops and other academic activities always in collaboration with industry. A representative from the industry is always a part of curriculum development of the college.

Admission of Students

Loyola College (Autonomous) Chennai - 600034, Tamil Nadu, India, was established by the Society of Jesus, as a religious minority college, adheres to the reservation policy of the State Government of Tamil Nadu, regarding admission of students to various courses offered in the college. In Shift-1 (Aided programs) and Shift-2 (Self-financing programs): 50 percent of seats are filled as per the directives of the state government of Tamil Nadu's reservation policy of admitting different groups/categories

of students and the remaining 50 percent seats are filled from the minority students. Loyola College follows an inclusive admission policy which is unique and dynamic, Loyola welcomes applicants from diverse social, cultural, economic, ethnic and geographical backgrounds. Admission in Loyola College is made based on: i. First Generation Learners ii. Dalit Christians iii. Orphans iv. Dalits of other Community v. Widows' Children vi. Economically Poor vii. Neighborhood Children viii. Sportsmen The admission process is done completely online.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p align="center">Student Admission and Support</p>	<p>Loyola admits students based on merit and preferential options in admission for young aspirants from the marginalized sections of the society. An exclusive service unit, LSSS, was established to offer academic, financial and personal support services, such as Scholarships, Management Concession, Free Noon Meal, Special English Program, Supplementary Education, Special Coaching, Remedial Programmes, Personality Development through Life Skills, Art and Literature and a Special Assistance to Foreign Students. One of its chief focus is empowering students from marginalized section of the society especially, the Dalits, to face the challenges in life with dignity. 1455 students received the government scholarships and 2398 students received various management scholarships to the tune of Rs.88,32,098 and Rs.1,60,00,000 respectively in 2018-19. 50 reputed companies visit regularly and around 300 students are recruited while 700 students pursue higher studies</p>
<p align="center">Examination</p>	<p>Use of all infrastructural facilities for the conduct of examinations which include computer systems, heavy-duty printers, scanners, cameras, exclusive software and vigorous checking mechanisms Prime effort to establish integrity and confidentiality Complete automation of all examination procedures, from registration, issue of hall ticket, online entry of marks, generating mark lists and online transcripts Internal marks entered into</p>

	<p>the ERP by teachers End Semester Examination results made available online through Student Portal</p>
Administration	<p>The college has a data management system through ERP covering various aspects of academics and administration. Students attendance, continuous internal assessment marks, registration for further programs and purchase of various requirements of departments and centers are effectively and efficiently managed through ERP system. This system enables a fool proof mechanism for documenting, monitoring and controlling various transactions which are financial, academic and administrative in nature. Students Attendance is recorded and monitored through ERP. Also, there is a provision for online payment. Registration of Optional papers are also done online.</p>
Planning and Development	<p>The secretary and correspondent collects budgets from various departments/units for the funds allocation at the start of the year. All requirements are processed through ERP. At the end of the year departments and units are expected to submit a detailed report on various activities with the resources utilized to the management through the ERP portal.</p>
Finance and Accounts	<p>It strategize the various measures of raising funds. It keenly inspects the monitoring and controlling of such usages as well. It also looks into the submission of duly audited statements of sources and application of funds for the respective academic year. The finance committee prepares the budget for the academic year by taking into account the requirements of the departments, various units, research units and offices. The budget is presented before the Governing body for its approval. The committee approves the raising of funds and utilization of the same as per details specified in the budget. Income and Expenditure are closely monitored by the Bursar office, Chief Financial Officer and the Principal. The proper procedure for the purchase has been adopted by the college with the help of ERP. Various checks and balances are created for well-defined and monitored purchases according to the various requirements</p>

of the college with the help of the purchase committee. The college monitors the utilization of expenditure of the departments and various units. Fund requirements which are not budgeted but required on special permission are usually considered on the basis of the proposal.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
View File				

6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
No Data Entered/Not Applicable !!!				
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
362	362	201	201

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
5	11	2

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Annual financial auditing is done by the internal auditor who is duly approved

by the Governing Body at periodical intervals. A statutory auditor who is duly approved by the Governing Body will complete the process of statutory audit and assure the institution of various compliances. Apart from the regular systems in place for auditing, Regional Joint Director and the office of Joint Director of Collegiate Education carry out the audit on a regular basis. All queries raised by these government bodies are duly clarified no queries remain pending till date. After the clarifications on the queries raised by the above-stated government offices, the Accounts General of Tamil Nadu Region conducts an audit. This process has been completed until the financial year 2014-15. The entire system of auditing comes under the follow up of the campus treasurer office.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
View File		

6.4.3 – Total corpus fund generated

160906769.82

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	Yes	Principal and IQAC Team
Administrative	Nil	Nil	Yes	Principal and IQAC Team

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Parents, Teachers meet is conducted regularly once in a semester. They support the management with their valuable feedback on curriculum and various facilities in the college. Some parents are also the alumni of the college henceforth they are actively involve in various activities of the college.

6.5.3 – Development programmes for support staff (at least three)

An orientation programme for all administrative and academic staff is conducted. The management sponsors a tour of the administrative staff Annual retreat is conducted for the administrative staff

6.5.4 – Post Accreditation initiative(s) (mention at least three)

A responses to recommendation of the NAAC peer team Third Cycle: 1.To Strive for University Status: The Management has been exploring the possibility of becoming deemed-to-be-university. A dialogue with stakeholders has already been started and related preparation with documentation is going on. 2.More UG PG Programmes: UG and PG pogrammes were added to cater to local and national needs. New courses in the respective disciplines were introduced and they cater to the local, regional, national and global needs. Employability skills and gender empowerment are given more weightage. 3.Introduction of the Honours Programme: B.Com. Honours programme has been introduced since 2018-19 in collaboration with ACCA. 4.Strengthening academic linkages with the University: The college has also established linkages with 14 foreign universities and

students take part in exchange programmes. 5.Expansion of hostel facilities: New blocks are on construction in the hostel. 6.Development of herbal garden: A herb garden has been established and well maintained in the college. 7.Professionalization of Consultancy services: The college has evolved a consultancy, policy and a constant effort has been made to encourage staff to take up consultancy projects. 8.Expansion of Research Collaboration with national and international agencies: Faculty members have been involved in various scientific and socially relevant research in collaboration with reputed higher education institutions and industries

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!					
View File					

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Cyber crimes and social media	27/08/2019	27/08/2019	78	Nil
Women Health	03/10/2019	03/10/2019	268	Nil
Legal rights of women	30/11/2019	30/11/2019	35	Nil
Street Play on Stop violence against women	12/12/2019	12/12/2019	65	200
SOS kavalan App	17/12/2019	17/12/2019	700	200

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Total Annual power requirement (in KWH-1250530) Annual Power requirement met by renewable energy sources(in KWH-205200 Percentage of annual Power requirement met by renewable energy: 16.41

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries

Physical facilities	Yes	103
Provision for lift	Yes	103
Ramp/Rails	Yes	103
Braille Software/facilities	Yes	103
Rest Rooms	Yes	103
Scribes for examination	Yes	103
Special skill development for differently abled students	Yes	103

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
View File							

7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
School of Human Excellence	17/06/2019	The courses are offered across all the programs on human values and professional ethics by well trained faculty of the department of human excellence

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			
View File			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The college maintains the campus green, clean and eco-friendly. Students also partake in the initiatives through environment-related activities like tree plantation. Upholding the National Mission for Green India, Loyola College has undertaken noteworthy initiatives such as: Prioritizing rainwater harvesting by installing a sewage water purification plant and reusing the purified water for gardening and maintenance of the sports field Maintaining solar panels on campus to tap into the renewable energy and conserve energy through use of CFL, LEDs and T5 tube lights Only two-wheeler parking facility for the students is allowed as a measure to check the emission of carbon dioxide, four-wheeler parking is discouraged to prevent accumulation of pollution. Maximizing the use of e-notices on the college website, digital boards, televisions Practicing E[1]waste and Hazardous waste management

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Loyola Counseling Centre Mentoring. Best Practice I: To nurture and foster a positive campus climate for the holistic formation of students To cater to the psycho-social wellbeing of the students. To facilitate and empower students for self-development and actualization. To create cohesive, congenial and supportive learning relationships between student-staff, caregivers to help students evolve at their best. A student who is enrolled in college is faced with a myriad of challenges. The unfamiliar surroundings, culture shock, peer pressure, pressure to perform, physical changes, career choices, relationships, identity formation are just some examples of issues that confront the young undergraduates. Though a majority of students find ways to cope with these issues, a number of them struggle to support ending up making unfavorable choices. This affects their academic performance and the ensuing future. It is in this context that the Loyola Counseling centre was started in 2014. The challenge was to design a comprehensive program for the whole college, paying special attention to those who are in need. Hence it was important to provide a stigma free mainstream service within the academic framework with far reaching effect. The Indian higher education system is undergoing a large transition. There has always been a large disconnect between the school and the college system. In schools, especially in the terminal year of 12th standard the students are subjected to tremendous pressure to score marks to get into the right college and the preferred course. In pursuit of grades the students are coerced into rote learning methods. When they enter college, especially from rural areas they are have earned a new found freedom in terms of choice of subjects, learning habits, social world and interaction with a larger society. Factors such as age, independent living, pressure to make choices that have a bearing on the future and so on continue to cloud this period of transition into academics and adulthood. It is in this context that the counseling and mentoring become relevant. The Counselling and Mentoring support were designed to cater for all the undergraduate and postgraduate students of Loyola College. Mentoring is a mainstreame activity that overarches every department. Mentors are experienced faculty members who have signed up to support the students academically outside the scheduled class hours. Every student is assigned a mentor with whom he/she can discuss any issue of concern or that comes in the way of optimal learning. The students can also choose their mentor they want to interact with. Students are encouraged to see the staff profile of the teachers on the college website and choose someone from their own department who is in their comfort zone. The students are encouraged to meet their mentors at regular frequencies. Weekly meetings are encouraged between the mentors and mentees. During the meetings, a number of issues starting from academic inadequacies to personal problems are discussed. A record is maintained to document the progress of the student. Students who are in need of special care are often referred to the Loyola Counselling Centre (LCC). The counseling centre provides remedial, rehabilitative and preventive levels of intervention. Systematic professional psychological support is provided to individuals, small groups and larger collective of students. In order to detect the psychological needs and deficits the LCC has initiated a Student Intervention Team(SIT). A group of trained students who interacts at their peer level and intervene when necessary. The Faculty Addiction Policy Team is comprised of experienced faculty members who have volunteered to work on issues that arise as a result of addiction. 1.Increasing number of students availing the counseling services and programs, positive changes reported on the lives of the beneficiaries. 2.Observable positive outcomes in personality, interpersonal interactions and academics. 3.Outcomes have been highly indicated that students are able to maintain, regulate and revert to their former or higher functioning through counseling services and are able to translate this

positivity into other dimensions of their life. 4. Mentoring has proved to be highly successful with the following outcomes: The students are well apprised of the institution, the functioning systems, roles responsibilities, privileges, facilities and opportunities. Addressing the problematic issues of the personal domain of the student's life has shown an improvement in their academic pursuits as well. Students feedback reflects positively on academic and personal mentoring in helping them cope with their life. The overall performance of the student is analyzed by viewing the Academic Mentoring Data Card. There is reported better understanding and dynamics between the students and faculty. The pass percentage has improved. BEST PRACTICE - II Outreach, Service Learning and Extension Services: 1. To sensitize the undergraduate sophomores and post graduate to the living conditions of the underserved communities and respond appropriately. 2. To inculcate empathy for the people in need and engage in the process of social change. 3. To locate the relevance of education of in the context of the marginalized communities. Intended outcomes: 1. The students conscientized to think beyond the academic realm and connect with the people's needs. 2. Identify issues and concerns of the community and come up solutions based on their area of expertise. 3. Become socially responsible citizens in the process nation building process. India is set to become the youngest country in 2020 with the youngest work force (The Hindu, April 17, 2013, The Tribune, August 14, 2019). India will be the first country to reap the benefits of the demographic dividend. The Report of IRISC Foundation- UN Habitat (2012) indicated that the southern states will have the maximum skilled work force. The Kothari Commission (1964) emphasized 'Extension as the third dimension of higher education'. It introduced the trinity of Teaching, Research Extension in higher education. It underscored that education has to be relevant to real-life situations so that the learners cannot be alienated from society, and they develop a sense of responsibility towards society. Bearing this in mind the department of Outreach (Service Learning) was established in the year 2001 as a neighbourhood development model to give opportunities for the students to experience the hard realities of the urban and rural poor. The Service Learning Department is a college funded with 11 full time professional social workers. The program covers all the undergraduate and postgraduate students. The second year undergraduate students around 3000 and first year postgraduates around 600 are required to spend 120 hours in an underprivileged community. Working in 43 urban poor settlements belonging to 6 zones of the Chennai corporation the program serves a population of about 3,00,000 people. Each class is assigned a staff coordinator from the department of service learning and from the parent department. Students are given orientation trainings to identify issues and problems and come up with creative solutions often based on their subjects. The students are invited to join any of the pre identified focus areas such as, youth, children, women, elderly, health and sanitation, and education. Students actively work in groups on the selected themes. On an average every department conducts at least 15 programs. Staff members monitor the students daily and post the attendance of the ERP network of the college. This makes the attendance transparent of the student and department to see. Additionally, general programs such as elders day, world literacy day human rights day and so on are commemorated. At the postgraduate level, all the first year students are taken to rural areas for a five day rural exposure. They live alongside the community in rural, underserved areas to gain an immersive experience. They conduct participatory rural appraisals, undertake social surveys work as manual labourers, conduct awareness programs, cook their own food and participate in the rural life. Every year, the department conducts 7 rural outreach camps. Approximately 530 students participate in this program and are sensitized to the dynamics of rural life. The program collaborates with the Tamil Nadu Slum Clearance Board, Community development and Health Departments of the Chennai Corporation. Additionally, it works with a large network of social service organizations such as the Chennai

volunteers and social movements. The collaborators often support the department of service learning with the avenues to serve the larger community. The department of service learning evaluates its performance regularly with the help of student feedback and conducting annual department retreats that help in planning and taking the programs forward. This program is considered as a model for any institution of higher learning as it serves as the link between classroom learning and the needs of the country. The success of the program rests on the involvement and sustained enthusiasm of the students. With a coverage of over 10 kilometer radius of the college, catering to a population of over 5,00,000 people for more than 18 years this is undoubtedly one of the most successful programs. The program's multi pronged approach to take the students to the community and the community to the institution has resulted in at least 150 students from the areas of service to enroll in the college for graduate education.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.loyolacollege.edu/services/counselling>
<http://www.loyolacollege.edu/outreach/home>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Loyola Students Support Services LSSS is a single window that provides a wide range of services to students. It provides financial, academic, medical and personal support to the students, particularly from the thrust areas of the college. The services are aimed at serving orphans, semi orphans, dalits, poor Sri Lankan refugees, differently abled, gypsies and the rural poor irrespective of their religious backgrounds. LSSS provides comprehensive services to students from pre admission up to course completion. It helps to identify the needs of the students and facilitates learning without impediments. LSSS is an umbrella which houses Loyola Emancipatory Action for Dalit Students (LEADS), Student Scholarship Units, Midday Meal Schemes, Earn while you learn, and other programs. The objectives of LSSS are: • To act as a supportive mechanism to achieve academic excellence. • To ensure an equitable learning environment for the marginalized sections of society. • To make education accessible to the underprivileged through capacity building. • To enhance the life coping skills of students using non conventional forms of empowerment.

1. Loyola Students Support Services (LSSS): LEADS In accordance with the preferential option of the Jesuit Madurai Province, Jesuit educational institutions give priority to Dalit Catholics and other marginalized poor. As a visible expression of its commitment, Loyola College Management has set up a Loyola Emancipatory Action for Dalit Students (LEADS) led by Dalit Coordinator. Exodus is a 25 day annual residential summer career guidance camp for students who have completed school education. Call for participants are sent out to all parishes located in the northern Tamil Nadu. Applications from deserving students belonging to Tamil Medium schools, Dalit and marginalized communities, orphans, first generation learners are given preference. In the year 2018, 850 applications were received and 632 were selected for the camp from 15 districts.

2. Academic Programme Special English Coaching Classes In order to enhance the academic performance during their first semester of undergraduate students are offered organized special English coaching classes for students from Tamil medium Schools. A total of 1520 Tamil medium students underwent this course from 2014 to 18 underwent US Micro scholarship English Access Programme 'Access 2016-2018': a diploma programme funded by the Department of State, USA, ended in the month of May 2018. These classes were conducted in partnership with the Indian centre for Research and Development of Community Education

(ICRDCE). All the 60 students who had enrolled in the program completed it successfully. 3. Financial Support Services: LSSS supports the students through various services: Earn While You Learn Free Lunch Scheme Scholarships and management concession Government Scholarships. 4. The mission with Gypsy Children LSSS works with gypsy children from in and around Chennai like Guindy, Pallavaram, Meenjur, Kotturpuram, Ponneri and Thiruvallur. The objective of the program is to foster a mutual understanding between the students and the gypsy community and engage them in the process of development.

Provide the weblink of the institution

<https://www.loyolacollege.edu/lsss/home>

8.Future Plans of Actions for Next Academic Year

1. To start B.Com Accounting Finance with US CMA certification as well as B.Com in Computer Applications with IOA accreditation during the next academic year. 2. Exploring the possibility of applying for a 4 year integrated B.Ed programme in collaboration with Loyola College Education. 3. By way of strengthening Loyola's contribution to academics and research Loyola wishes to become a university and a committee has been constituted to work on this proposal. 4. To establish a dedicated documentation centre in IQAC. 5. In line with the declaration of universal Apostolic Preference as well as Province Apostolic Preferences, we as an academic community would strive to translate them into concrete programmes and implement them.