



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

LOYOLA COLLEGE (AUTONOMOUS)

- Name of the Head of the institution **Rev. Dr. A Thomas, S.J.**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **044 28178300**
- Alternate phone No. **9443973074**
- Mobile No. (Principal) **9443377840**
- Registered e-mail ID (Principal) **loyolaprincipal@gmail.com**
- Address **Sterling Road, Nungambakkam**
- City/Town **Chennai**
- State/UT **Tamil Nadu**
- Pin Code **600 034**

2. Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **25/02/1978**
- Type of Institution **Men**

- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **Dr. R. Ravindhran**
- Phone No. **044 28178423**
- Mobile No: **9840486271**
- IQAC e-mail ID **iqac@loyolacollege.edu**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://www.loyolacollege.edu/iqac/agar>

4. Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.loyolacollege.edu/docs/profile.html?file=AcademicCalendar2022-2023.pdf>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|------------|-------------|-----------------------|-------------------|-------------------|
| Cycle 4 | A++ | 3.55 | 2021 | 02/02/2021 | 01/02/2028 |

6. Date of Establishment of IQAC **11/03/2003**

7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|----------------------------------------|------------------------------|----------------|-----------------------------|-------------|
| Loyola College | College of Excellence | UGC | 01/04/2014 | 2 Cr |

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

10. Did IQAC receive funding from any funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

IQAC conducted a comprehensive Academic Audit of all programs inviting experts from different HEIs to ensure the adherence of curriculum to rigorous quality standards.

During the post-pandemic period, IQAC played a supportive role in adapting to both the online teaching for junior students and offline teaching for senior students by enabling the teachers to know about the Z-Gen learners and prepare their instructional materials and strategies accordingly through conducting the Academic Staff Orientation in the beginning of the year.

To overcome the stress of the post-pandemic situation and efficiently concentrate on teaching responsibility, a seminar on "Employee Wellbeing in the Workplace" was organized.

IQAC with the help of the ERP team, developed two software modules, Staff Profile and Department Profile, to capture data and related supportive documents to help IQAC to share relevant data for NIRF, NAAC, University and other ranking agencies.

A significant focus was laid on building the capacity of the administrative staff in terms professional skills and ethics and also to help the administrative staff to efficiently carry out their responsibilities with professional attitude and manage day-to-day activities at the college through orientation and workshops.

12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

| Plan of Action | Achievements/Outcomes |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Post-pandemic impact management | To help both the academic and administrative staff to understand the impact of post-pandemic condition, IQAC organised an orientation on "Understanding the Z Generation Learners" for the academic staff and "Work, Ethics & E-Governance" for the administrative staff. |
| Quality Circle & Springboard Leadership Program | To help students to acquire leadership traits and 21st century skills, through Spring Board Leadership Program IQAA organized sessions on "A Leader's 4s To Make It Happen" 23rd September 2022, and "Finding The Off Switch" on 21st February 2023. |
| FDPs | Competency building FDPs to enhance the quality of teachers were organised on the themes, "Competency Mapping in HEI's" on 15th October 2022, "Opportunities and Challenges in Dynamic Teaching & Learning" 4th February 2023. Also, a 3-day intensive capacity building training program was organised for the junior academic staff on the theme, "Pedagogy: The Art of Teaching", 5-7, December 2022 |
| Administrative Staff - Training | In a special way to enhance the quality of service of the administrative staff a two-week training program was organised on "Formal Writing Skills", 8th of February to 3rd of March, 2023 and "Advanced Computer Skills for E-Office Administration" 28th of November 2022 and December 2022 (in 2 |

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | batches) |
| Academic Audit 2022-23 | IQAC conducted a comprehensive Academic Audit of all UG programs. Experts from different HEIs visited the departments for a quality check of the curriculum and its standards and relevance on 13th, 15th & 17th March, 2023. |

13. Was the AQAR placed before the statutory body? Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| College Council Meeting | 17/04/2024 |

14. Was the institutional data submitted to AISHE ? Yes

- Year

Part A**Data of the Institution**

| | |
|------------------------------------------------------------------|-----------------------------|
| 1.Name of the Institution | LOYOLA COLLEGE (AUTONOMOUS) |
| • Name of the Head of the institution | Rev. Dr. A Thomas, S.J. |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 044 28178300 |
| • Alternate phone No. | 9443973074 |
| • Mobile No. (Principal) | 9443377840 |
| • Registered e-mail ID (Principal) | loyolaprincipal@gmail.com |
| • Address | Sterling Road, Nungambakkam |
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| • Pin Code | 600 034 |
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| | | | | | |
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| • Mobile No: | 9840486271 | | | | |
| • IQAC e-mail ID | iqac@loyolacollege.edu | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://www.loyolacollege.edu/iqac/aqar | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
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| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
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| <p>IQAC conducted a comprehensive Academic Audit of all programs inviting experts from different HEIs to ensure the adherence of curriculum to rigorous quality standards.</p> | |
| <p>During the post-pandemic period, IQAC played a supportive role in adapting to both the online teaching for junior students and offline teaching for senior students by enabling the teachers to know about the Z-Gen learners and prepare their instructional materials and strategies accordingly through conducting the Academic Staff Orientation in the beginning of the year.</p> | |
| <p>To overcome the stress of the post-pandemic situation and efficiently concentrate on teaching responsibility, a seminar on "Employee Wellbeing in the Workplace" was organized.</p> | |
| <p>IQAC with the help of the ERP team, developed two software modules, Staff Profile and Department Profile, to capture data and related supportive documents to help IQAC to share relevant data for NIRF, NAAC, University and other ranking agencies.</p> | |
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| <table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>College Council Meeting</td> <td>17/04/2024</td> </tr> </tbody> </table> | | Name of the statutory body | Date of meeting(s) | College Council Meeting | 17/04/2024 |
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| College Council Meeting | 17/04/2024 | | | | |
| 14. Was the institutional data submitted to AISHE ? | Yes | | | | |
| <ul style="list-style-type: none"> Year | | | | | |
| <table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>06/04/2024</td> </tr> </tbody> </table> | | Year | Date of Submission | 2022-2023 | 06/04/2024 |
| Year | Date of Submission | | | | |
| 2022-2023 | 06/04/2024 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| <p>With the aim to cross boundaries between disciplines, Loyola College has consistently maintained its Multidisciplinary / interdisciplinary (within a school) / cross-disciplinary courses (across different schools) approach to education enabling the students to gain perspectives and knowledge in different ways. Diverse and innovative curricula that encompass credit-based courses and projects focusing on community service and engagement, environmental education and values-based learning are incorporated into the curriculum with the current system in practice: For Undergraduates: First Year: Allied Required (AR) - Students have the option to select a course within a school (Interdisciplinary). Second Year: Allied Optional (AO) - Students</p> | | | | | |

can choose a course across different schools (Cross-disciplinary). Second Year: Non-major Elective (NME) – Students have the flexibility to choose a course from any department other than their major department (Multidisciplinary / Cross-disciplinary). First Year: Personality Development and Social Awareness, Club Activities. Second Year: Outreach and Extension Activities, Soft Skills, Life Skills, Environmental Studies (EVS), Coping Strategies, and Understanding Living Faiths of the World (covering various religions). For Postgraduates: First Year PG: Life Skills (Certificate Course conducted outside regular class hours), Outreach and Extension Activities. Second Year PG: Soft Skills, Value-added Courses (Certificate Courses conducted outside regular class hours). Students can conveniently select their desired courses online through the college's ERP portal.

16. Academic bank of credits (ABC):

Students have the opportunity to earn additional credits through self-study courses and MOOC (Massive Open Online Course) from SWAYAM-NPTEL and other world-class MOOC platforms. Undergraduate students have the option to select four courses, each carrying one credit. The Department of Foreign Languages has established Memorandums of Understanding (MOUs) with foreign universities and credit transfer is facilitated through a collaborative program devised by the Department of Foreign Languages in coordination with these foreign universities. Students enrolled in the B.A. French program have the chance to pursue their fourth semester at each of these institutions. The marks and credits they earn during this period are seamlessly transferred, and equivalent marks are awarded to ensure a smooth transition for their 5th and 6th semesters at Loyola College. A noteworthy aspect of the academic approach is the balanced attention given to academic, co-curricular and extra-curricular activities, aiming for the holistic development of each student.

17. Skill development:

Loyola College offers a competency focused curriculum for upskilling the students. This includes integrated skill-based courses in the 6th semester of the undergraduate (UG) curriculum and incorporating value-added courses in both UG and postgraduate (PG) programs. The objective is to equip students with specific skills tailored for future career progression and entrepreneurship ventures. The Programme Educational Objective (PEO5) of our college titled Skill Development, Entrepreneurship and Lifelong learning, aims to prioritize experiential learning through specialized professional skill training for a better

career with a professional attitude. The college involves industry partners at various levels like curriculum development, skill assessment, field exposure, and project-based internships, taking inputs from industry experts, while also keeping track of industry trends and progress. Loyola Institute of Vocational Education (LIVE) offers customized courses and value-added programs aimed at enhancing students' employability by aligning with market demands. The curriculum places a strong emphasis on corporate mentoring, internships, projects, guest lectures, workshops, and practical experiences. Through engaging in real-world projects, students acquire practical skills, while interactive sessions with industry leaders foster networking opportunities and internships, thereby preparing them as valuable human resources for various industries. LIVE of Loyola epitomizes the college's dedication to practical education and the empowerment of career prospects.

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

Loyola College offers BA Degree Programme in Tamil and also Hindi and Sanskrit as General Language courses.

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

Our educational framework, known as the Learning Outcome-based Curriculum Framework (LOCF) model, forms the cornerstone of our course structure. The LOCF model incorporates course descriptors (Syllabus), teaching methodologies, evaluation methods, and achievement benchmarks for both undergraduate (UG) and postgraduate (PG) students. The implementation of the LOCF model commenced for UG programs in 2021 and for PG programs in 2022. Departments within our institution offer a wide array of courses, both allied and optional, all of which are designed to align with specific educational objectives such as Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). It is consistently enhanced through feedback from diverse stakeholders, including students, alumni, and faculty, parents, and industry experts. The curriculum undergoes rigorous review and approval processes by the Board of Studies and Academic Council to ensure its alignment with our educational goals. Furthermore, the autonomy granted to our college enables us to adapt our curriculum promptly to address contemporary educational requirements. The Learning Outcome-based Curriculum Framework (LOCF) model prioritizes student learning objectives and abilities, promoting clarity for both faculty and students.

20.Distance education/online education:

Loyola College, as an autonomous institution affiliated with the University of Madras, is not eligible to offer distance or online education programs.

Extended Profile**1.Programme**

1.1

45

Number of programmes offered during the year:

| File Description | Documents |
|-----------------------------------------|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1

9205

Total number of students during the year:

| File Description | Documents |
|-----------------------------------------|---------------------------|
| Institutional data in Prescribed format | View File |

2.2

2748

Number of outgoing / final year students during the year:

| File Description | Documents |
|-----------------------------------------|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3

8801

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

| File Description | Documents |
|-----------------------------------------|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1

3032

Number of courses in all programmes during the year:

| File Description | Documents |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Institutional Data in Prescribed Format | View File |
| 3.2 | 395 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 395 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 2826 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 158 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 1214 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 37,77,70,153 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Design and Development | |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| Loyola College designs its educational framework addressing the dynamic shifts in the educational sphere. Following the required directives and regulations our curriculum is designed to provide | |

comprehensive education that equips students for the challenges and opportunities of the twenty-first century. Our academic programs are built on the Learning Outcome-Based Curriculum Framework (LOCF), in which the POs, PSOs COs are framed focusing on the local, regional, national, and global developmental needs.

Various courses and languages are offered in synchronization with the local and regional ecosystem, courses relevant to our nation's uniqueness are included with pan India and global academic and research collaborations. Programme Educational Objective (PEO2) spells out the need to constantly innovate and upgrade the curriculum and teaching methodologies to make teaching and learning relevant to the global context. A good number of our students pursue their higher studies abroad.

Departments within our institution offer a diverse range of courses, encompassing both mandatory and elective subjects

Enhanced further through feedback from various stakeholders, the courses developed within this framework undergo meticulous scrutiny and validation by the Board of Studies and the Academic Council. Furthermore, the autonomy enjoyed by our college enables us to adapt our curriculum promptly to meet the evolving educational landscape.

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

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

19

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

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

1216

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

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year****284**

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

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System**45**

| File Description | Documents |
|------------------------------------------------------|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

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

Loyola College's curriculum is meticulously designed to offer a holistic learning experience, in view of empowering students to embrace roles as catalysts for positive societal change. Programme Educational Objective (PEO 4) is structured to design into the curriculum, courses to instill responsibility and concern towards Environmental sustainability, social responsibility and ethics that molds students to be socially conscious, environmentally aware and ethically principled individuals, preparing them for significant contributions to society.

At its nucleus, the School of Human Excellence (SHE) functions as a distinctive academic center with the primary mission to foster social justice awareness through a curriculum that delves into vital subjects such as Human Rights, Diversity, Social Inequality, Caste Discrimination, Women's Empowerment and Corruption.

In the domain of Science, programs seamlessly integrate environmental and sustainable considerations into their courses, facilitating students with the knowledge and skills necessary to understand and address urgent environmental issues, thus cultivating a profound connection with nature. Similarly, within the Arts and Commerce domain, various courses sensitize students to themes of Gender, Environment, Sustainability, Culture, Human Values and Professional Ethics.

Thus, the educational program is distinguished by its unwavering dedication to integrating and promoting the above cross cutting issues throughout its various departments.

| File Description | Documents |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

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

22

| File Description | Documents |
|----------------------------------------------------------------|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | No File Uploaded |

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

675

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

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

1320

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

1.4 - Feedback System

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

A. All 4 of the above

| File Description | Documents |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Provide the URL for stakeholders' feedback report | https://www.loyolacollege.edu/igac/feed_back/2022-23.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | No File Uploaded |

| | |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

| File Description | Documents |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Provide URL for stakeholders' feedback report | https://www.loyolacollege.edu/igac/feed_back/2022-23.pdf |
| 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

3349

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

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

2614

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

2.2 - Catering to Student Diversity

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

Loyola College's committed faculty members utilize ongoing evaluations, such as examinations, assignments, and seminars, to continuously assess students' learning development. This comprehensive method discerns both the slow-paced and advanced learners, facilitating tailored instructional techniques.

The English department introduces bridge courses and preparatory courses for First-year Undergraduates, accommodating diverse learning capacities and categorizing students accordingly. The identified slower learners are offered specialized guidance to bolster their advancement, including tutorials, remedial sessions and peer support, enhancing their comprehension in both core and supplementary courses through the office of the LSSS (Loyola Students Support Services). Depending on individual progression and results from Continuous Internal Assessment (CIA) tests, supplementary classes are intensified for slower learners.

To cultivate active involvement and participation, while considering the varying learning paces, dynamic workshops, symposiums, and guest lectures are arranged. Postgraduates undertake project and dissertation work. Advanced learners pursue NPTEL online courses, and other MOOC courses tailored to their interests and preferences, as well as undertake research projects sponsored under the inhouse Research Park scheme.

Loyola College is steadfast in delivering an inclusive, technology-driven, and enrichment-oriented education that caters to the diverse needs of its student body.

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

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 21/06/2023 | 23.3 | 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 range of student-centered approaches, including experiential learning, participatory learning, and problem-solving methodologies, to enhance the learning journey. These approaches seamlessly weave into the curriculum, promoting active student engagement and fostering critical thinking. The Service Learning department organizes immersive rural camps, providing students with hands-on experience in authentic settings. Additionally, regular industrial visits, educational tripsexpose students to practical applications of their knowledge and skills.

Faculty members play a crucial role in empowering students through dynamic brainstorming sessions, which include case studies and market surveys, enabling students to not only gain knowledge but also essential skills and professional capabilities. Many faculty members are esteemed authors and researchers who actively participate in student-centered research projects, workshops, seminars, and conferences at national and international levels.

Teaching methods such as the use of Loyola LMS and Google Classrooms, blended learning, flipped classroom activities have been adopted. Digital technologies are leveraged for e-content, surveys, collaborative projects, and interactive teaching experiences. This comprehensive approach ensures that students receive a well-rounded education that equips them for real-world challenges while nurturing their problem-solving abilities and promoting active participation.

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

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

Loyola College boasts a distinguished faculty comprising highly qualified experts in diverse fields, encompassing renowned authors, researchers, and teachers. They actively involve students through instructional designs and methodologies that incorporate ICT-enabled teaching approaches. Faculty members undergo regular training to stay abreast of emerging teaching, learning, and assessment techniques utilizing ICT tools and other resources such as smart classrooms, digital media and e-content learning

materials. This includes the integration of Smart boards, LCD projectors, and audio-video equipment. Periodic hands-on training sessions on digital educational technologies and smart board operations are also conducted.

In response to the challenges arising from the post-pandemic scenario, our educators have adapted by embracing online teaching, blended learning, and flipped classroom activities. Digital educational technologies have been extensively utilized to deliver e-content, conduct surveys and quizzes, facilitate collaborative projects, and foster interactive and immersive teaching-learning experiences.

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

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

2.3.3.1 - Number of mentors

107

| File Description | Documents |
|-----------------------------------------------------------------------------|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

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

Loyola College maintains a meticulously organized academic schedule for each calendar year, ensuring clarity and structure at the outset of every academic term. The academic calendar notes the important official dates and events during the academic year and the relevant information that needs to be disseminated to students. This schedule is easily accessible via the college website, the college diary, notice boards and public announcements, serving as a valuable reference for students, parents and faculty members.

At the departmental level, dynamic teaching plans are thoughtfully devised and carefully reviewed. Departmental meetings, overseen by the Head of the Department, facilitate discussions on syllabi, course distribution, and instructional methodologies. These plans are meticulously aligned with the institution's overarching goals, integrating teaching aids and guidelines prescribed by the college. Subsequently, faculty members submit their semester-wise teaching plans to the Academic Deans for thorough evaluation and approval. Timetables are then diligently prepared and disseminated for everyone's convenience. Internal tests and practical examinations are seamlessly incorporated into the departmental testing schedule, with dates coordinated by the Academic Deans.

Moreover, the department administers internal assessments to assess student progress, fostering a comprehensive and well-structured academic framework that prioritizes student achievement and systematic learning.

| File Description | Documents |
|-----------------------------------------------------------------|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

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

395

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

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

225

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

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

9.4

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

2.5 - Evaluation Process and Reforms

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

4

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

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

51

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

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

The incorporation of IT into the examination procedures has notably enhanced the Examination Management System (EMS). The updated facilities encompass computer systems, printers, scanners, cameras, and specialized software programs. With a firm commitment to integrity, confidentiality and automation, the online processes encompass registration, marks entry and transcript generation.

Encouraging full student attendance, Continuous Internal Assessment (CIA) marks include extra 3marks. CIA scores now allocate 60 marks for both undergraduate (UG) and postgraduate (PG) programs, with an additional 40 marks for the second component. A centralized evaluation system ensures efficiency and accuracy, ensuring timely result publication and offering students re-evaluation options. Results are now accessible online and discussed in the passing board meetings, complemented by a comprehensive 13-feature Overall Cumulative Grade Sheet.

Moreover, the implementation of an ERP system streamlines student management, facilitating online exam registration, exam fee payment processing and declaration of result. The issuance of securely printed grade cards and Course Completion Certificates, featuring CGPA and student photos, enhances credibility. Enhanced security measures include the installation of CCTV cameras at the pivotal places of the campus and upgraded printing machinery.

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

2.6 - Student Performance and Learning Outcomes

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

Each department formulates customized Programme Specific Outcomes (PSOs) and Course Outcomes (COs). These outcomes seamlessly integrate into departmental syllabi and are easily accessible on the college website, providing prospective students with vital information when considering enrollment. Additionally, the college website features department profiles and details on PSOs. Department webpages serve as a comprehensive resource, displaying the syllabi, PSOs, and COs for quick reference.

Course Outcomes (COs) are concise statements that delineate the subject knowledge, abilities, and skills acquired throughout the program, illustrating the competencies students gain upon program completion. Printed syllabi containing Course Outcomes are readily available within departments, as well as in the offices of the Deans and the Principal for reference. To ensure the relevance and upgradation of COs, they undergo periodic review during Board of Studies meetings to adapt 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, relevance, importance, and potential career opportunities associated with these outcomes 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) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://www.loyolacollege.edu/zoology/PO_CO.pdf |

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

The announcement of examination results occurs during scheduled

meetings conducted by the Passing Board, where course outcomes and program pass percentages are meticulously reviewed and discussed. This data undergoes systematic analysis to evaluate the pass percentage status within each department. Subsequently, the results are presented at the Board of Studies, the Academic Council, and the Governing Body for further discussion. These bodies offer valuable insights, comments and suggestions aimed at fostering continuous improvement and achieving course, program-specific and overall program outcomes.

IQAC through 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 stands as evidence of the successful achievement of program learning outcomes, highlighting the effectiveness of the curriculum in preparing students for their future endeavours.

| File Description | Documents |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.loyolacollege.edu/iqac/2022-2023.html |

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

2748

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

2.7 - Student Satisfaction Survey

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

<https://loyolacollege.edu/igac/exitpoll/22-23.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 plays a crucial role in the academic framework of Jesuit Higher Education Institutions. It serves as a catalyst for generating knowledge, fostering innovation, and gaining fresh insights to enhance teaching and extension activities. With this principle in mind, Loyola College actively involves its faculty and students in robust research endeavors, providing necessary infrastructure and support services to foster multidisciplinary research across arts, languages, commerce, social sciences, basic sciences and applied fields. The college maintains a well-defined policy for promotion of research displayed on the college website. This is periodically reviewed and updated by the research committee under the headship of the Dean of Research.

Loyola College nurtures a vibrant intellectual environment conducive to collaborative research among faculty and students from diverse departments. The college assigns significant importance to research activities and encourages all staff members and students to engage in outcome-based research initiatives.

The college promotes the establishment of networks with other institutions through Memorandums of Understanding. Research findings, including creativity, innovations, and patent applications, are actively encouraged by the college and duly recognized through awards and incentives. Periodically, the research office compiles reports pertaining to various research activities undertaken within the college throughout the academic year.

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

114000

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

2

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

| 3.2 - Resource Mobilization for Research | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs) | |
| 69,79,496 | |
| File Description | Documents |
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | No File Uploaded |
| 3.2.2 - Number of teachers having research projects during the year | |
| 13 | |
| File Description | Documents |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |
| 3.2.3 - Number of teachers recognised as research guides | |
| 79 | |
| File Description | Documents |
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |
| 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year | |
| 8 | |

| File Description | Documents |
|-------------------------------------------|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | View File |

3.3 - Innovation Ecosystem

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

Loyola College places a high priority on disseminating knowledge and fostering innovation within a holistic ecosystem. Essential components include the Incubation Centre, the Institution's Innovation Cell, and four Research Centers and an Entrepreneurship Development Cell. The Entomology Research Institute (ERI) plays a crucial role in advancing scientific understanding and sustainable agriculture through eco-friendly technology.

The Loyola Institute of Frontier Energy (LIFE), with a focus on energy, environment, ethics, and knowledge transfer. 'Convergence' an Interdisciplinary Research Journal serves as a platform for high-quality research. The Loyola Institute of Social Science Training and Research (LISSTAR) excels in humanities and social science research, emphasizing research, training, and publication.

Loyola College's Entrepreneurship Development Cell promotes innovation-driven entrepreneurship, while the Loyola Inclusive Innovation Impact Centre (L3iC) supports startups with mentorship, space, and funding. The Institution's Innovation Cell instills the spirit of innovation through seminars on intellectual property rights (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 | View File |
| Paste link for additional information | https://www.loyolacollege.edu/eri/home |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual

Property Rights (IPR), Entrepreneurship and Skill Development during the year

29

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

3.4 - Research Publications and Awards

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

A. All of the above

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

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

3.4.2.1 - Number of PhD students registered during the year

62

| File Description | Documents |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| URL to the research page on HEI website | https://www.loyolacollege.edu/research/about-research |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | No File Uploaded |

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

0.177

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

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

0.144

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

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

3.4.5.1 - Total number of Citations in Scopus during the year

1659

| File Description | Documents |
|---------------------------------------------------|------------------|
| Any additional information | No File Uploaded |
| 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**

18

| File Description | Documents |
|--------------------------------------------------------------------------------------------|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| 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)**

3,61,780

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

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

0

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

3.6 - Extension Activities

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

Designated faculty members play a pivotal role in overseeing and supervising students' active engagement in outreach and extension activities, which are obligatory for earning specified credits towards course completion. This involvement is vital in realizing the learning outcomes of their respective programs. Students' participation and achievements in co-curricular and extracurricular pursuits serve as indicators of the level of course outcomes achieved and contribute to the overarching program outcomes of the college.

During the academic year, the Department of Service Learning organized 301 outreach programs and around 11,760 people from neighborhood communities benefitted from the programs. Mega events such as Widows Federation Meet, Domestic workers meet, Transgender meet and Elders meet were organized during the year. Children's Mela was conducted on 21st January 2023 where 400 children studying from 6th to 9th standard participated from 40 neighborhood communities. Children were exposed to science labs. Cultural and sports competitions were also conducted.

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

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

26

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

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

115

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | No File Uploaded |

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

15595

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| 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

1313

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

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

26

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Loyola College boasts an extensive 96-acre campus featuring well-equipped physical infrastructure to facilitate academic activities. The institution's learning resources are accommodated within a heritage building covering 37,628 square feet. A significant 3,29,326 square meters of classroom space ensures ample learning environments. Laboratories for Physics, Chemistry, Food Chemistry, Botany, Biotechnology, Zoology, Computer Science, Data Science, Visual Communication, and the Language Lab collectively occupy a total area of 26,550 sq.ft. The library spans 19,000 sq. ft., while staff rooms encompass an area of 20,048 sq. ft. Administrative offices are allocated 8,910 sq. ft. of space.

The Men's hostel comprises 672 rooms (1,44,682 sq.ft.), and the Women's hostel consists of 131 rooms (78,762 sq.ft.). Expansive

playgrounds covering 12,29,900 sq. ft. feature a sports room and a gym spanning 500 sq.ft. The entire campus is equipped with Wi-Fi connectivity.

Specialized centers like Bertram Hall, the Training and Placement Centre, IQAC Office, Controller of Examinations Office, Student Counseling Centres, Research Institutes, Centres of Excellence, and exclusive common rooms for both male and female students and for staff enhance the campus's amenities. The college upholds a commitment to inclusivity by providing ramps and a dedicated room with computing facilities for specially challenged students.

| File Description | Documents |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://loyolacollege.edu/library/gallery.php |

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 assumes a central role in fostering a diverse array of indoor and outdoor sports and games, forming an integral component of campus life. The institution offers a wide range of sports facilities. Outdoor sports are accommodated with ample space, featuring cricket, hockey and football fields. The campus features three basketball courts, two volleyball courts (one equipped with floodlights), and a 400-meter athletic track boasting six lanes. Additionally, there are three tennis courts, a Kabaddi court, and indoor gaming facilities like table tennis, chess, and carrom boards. A sports pavilion, complete with ground staff restrooms and equipment storage, ensures convenience, with sports kits readily accessible. A recent enhancement includes the establishment of a dedicated cricket ground and playground exclusively for female students.

College fosters cultural activities spanning Dance, Music, Theatre, Fine Arts, and Literary events. Annual events such as the inter-departmental cultural festival "OVATIONS" and intercollegiate department festivals are facilitated by Loyola Students Union, Department Associations. Various clubs organize events aimed at raising awareness among students on various social issues. Every year International yoga day is observed and a demonstration on performing yoga is given to the registered

students.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Geotagged pictures | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.loyolacollege.edu/phyedu/gallery-dept.php |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities**146**

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

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)**73,947,318**

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

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

In 1995, an Open Source Software supported by UNESCO was implemented with basic fields, primarily functioning as a storage device. In 1999, a private software, AUTOLIB, was introduced.

In 2016, the college administration began transitioning to an ERP

software gradually. Consequently, the Library also migrated to the College's existing ERP system. Membership data is centralized through a common entry point, while Library Staff are responsible for entering details such as Books and Journals. The existing system generates various types of reports. By utilizing a common Identity Card (chip-enabled), all library transactions are linked to a central server, allowing users to access their transaction history through a web portal. Overdue charges are also integrated into a common payment system, making library transactions more transparent from the user's perspective.

In 2019, RFID tags were affixed to all books in the Library. Self-Service Terminals were introduced, allowing users to conduct transactions such as issuing, returning, and renewing books independently.

| File Description | Documents |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://www.loyolacollege.edu/library/profile |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources | A. Any 4 or more of the above |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|

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

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

36,20,540

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

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

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

825

| File Description | Documents |
|----------------------------------------------------------|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

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) operates with a dedicated team responsible for IT installation, maintenance, Wi-Fi connectivity, and managing system and network operations, including ERP, servers, and LCD projectors. Wi-Fi coverage spans the entire Loyola college campus, ensuring uninterrupted connectivity for academic and administrative purposes. Academic staff, administrative personnel, and students enjoy daily data allowances of 5GB and 2GB, respectively, at a primary speed of 300 Mbps with a backup line of 100 Mbps . Additional Wi-Fi access points strategically dot the campus, providing comprehensive coverage.

All classrooms and auditoriums are equipped with IT infrastructure. Specialized labs for multimedia, animation, and e-learning resource development further enhance the integration of ICT into teaching, learning, and research endeavors. Campus security is bolstered by CCTV and biometric systems, ensuring a safe environment. Regular updates and upgrades are conducted to sustain the campus's ICT infrastructure.

Smart rooms, featuring smart boards, have transformed teaching and learning methods. Staff members partake in periodic training

sessions and workshops to effectively utilize these smart boards. The digital library, linked to the internet, grants students access to a wealth of e-journals and magazines, enriching their academic resources. Loyola College remains steadfast in its commitment to advancing ICT integration, ensuring the campus remains technologically advanced and conducive to modern education.

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

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 5424 | 1214 |

| 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. 50 Mbps

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

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

A. All four of the above

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

4.4 - Maintenance of Campus Infrastructure

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

30,38,22,835

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

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

The institution has established robust procedures for managing its physical, academic, and support amenities. The Secretary, further assisted by the Vice Principal for Infrastructures, a new position created by the college in 2022, supervises infrastructure development and maintenance, safeguarding assets, and collaborates with department heads, faculty, administrative staff, maintenance personnel, lab attendants, and library staff. Campus security maintains vigilance through CCTV surveillance, ensuring asset protection and regulating vehicle entry and parking. The Maintenance Manager supervises electrical and electronic equipment, while support staff maintain the cleanliness of classrooms and seminar halls. On-campus carpenters address furniture repair requirements. Efficient utilization of all resources is emphasized.

Library operations, including cataloging and circulation, are automated and overseen by the librarian and assistants. The playgrounds, utilized by students and staff, are maintained by the Physical Education Department faculty and coaches. Hardware and software maintenance and upgrades are managed by the system administration team, with Internet, intranet, ensuring the

availability of IT facilities and functionality of computer labs and LAN facilities fully operational are monitored by server room staff. Procurement of necessary items is requested through the ERP system. This comprehensive approach ensures the smooth functioning and optimal utilization of the college's diverse facilities.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://iqac.loyolacollege.edu/SSR/ONM/4.1.3 |

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

1481

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

1396

| File Description | Documents |
|-----------------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga,

A. All of the above

Physical fitness, Health and Hygiene)
Awareness of Trends in Technology

| File Description | Documents |
|-----------------------------------------------|---------------------------|
| Link to Institutional website | Nil |
| Details of capability development and schemes | View File |
| 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

1209

| File Description | Documents |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

| File Description | Documents |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression

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

662

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |

5.2.2 - Number of outgoing students progressing to higher education

570

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

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

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

69

| File Description | Documents |
|--------------------------------------------|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | No File Uploaded |

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

177

| File Description | Documents |
|--------------------------------------------|---------------------------|
| e-copies of award letters and certificates | View File |
| 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 boasts an active Students' Council, an elected body representing students from both Shifts. Elections for the office bearers of the Loyola Students Union are held during the initial week of the academic year.

Loyola College provides ample opportunities for student engagement in co-curricular, extra-curricular, social, sports, and community development activities. The Loyola Students Union, Department Associations, and various clubs seize these opportunities to organize diverse programs aligning with their respective domains. All student representatives and office bearers convene at the Open Forum, held once per semester, facilitating dialogue between students and administrators. Additionally, student representatives regularly partake in academic and administrative committees. Their insights, concerns and feedback gathered during these sessions strengthen various policy decisions.

The Loyola Students' Council hosts a variety of programs, including competitions throughout the year, administration of welfare provisions for students, organization of department festivals, activities of Departmental Associations, leadership programs and special programs commemorating national and international days of significance and ethnic festivals.

The elected members of the students' council work diligently to improve the overall student experience, promote cultural diversity on campus and work to create a positive and inclusive environment for all students.

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

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

15

| File Description | Documents |
|----------------------------------------------------------------------|---------------------------|
| Report of the event | No File Uploaded |
| List of sports and cultural events / competitions organised per year | View File |
| 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

The Loyola Alumni Association maintains a proactively engaged, vibrant community of alumni worldwide. Fundamentally it helps to reconnect with classmates, mentor the present students, provide financial support for poor students and bridge the gap between alumni with its alma mater. Here is the list of activities:

Chapter meets were held in the USA and Canada in July 2022. Loyola Alumni Day 2022 was celebrated on 25th September 2022. The Coimbatore Chapter Meet was held on 26th November 2022 and Christmas Get Together was held on 17th December 2022.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.loyolaalumni.org/ |

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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 is dedicated to nurturing students into Competent, Committed, Creative, and Compassionate individuals devoted to serving others. The institution cultivates an atmosphere of intellectual rigor and ethical principles, guiding students toward outstanding service. College governance adheres to established policies governing admissions, teaching, learning, evaluation systems, and research. The Jesuit Management team, led by Jesuit priests including the Rector, Vice-Chairman, Secretary & Correspondent, and Principal, alongside other Jesuit priests within the Loyola community, drives leadership, guided by the spirit of "MAGIS" (for the greater glory of God). Administrative decisions are collaboratively made through periodic meetings to plan and organize various activities.

The mission statement succinctly encapsulates the institution's endeavors and delineates overarching objectives, providing clear direction for decision-making. These objectives include striving for excellence in teaching, learning, and holistic student development, extending outreach to marginalized communities to enhance accessibility to higher education, fostering research excellence through national and international partnerships, and establishing eco-friendly infrastructure and amenities.

Since its establishment in 1925, Loyola College has nurtured numerous talented individuals who have emerged as exemplary

leaders in diverse fields, making substantial contributions to the nation's advancement and development.

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

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

Loyola College operates with a decentralized administrative framework comprising Vice-Principals, Deans, Department Heads, and Coordinators. Regular committee gatherings are held to strategize, implement, oversee, and assess activities for the current and forthcoming academic cycles. Each initiative is standardized to uphold quality administration through collaborative efforts with stakeholders. Reviews of syllabi and curricula are conducted across disciplines to ensure high-quality education. The effectiveness of the Board of Studies and Academic Council roles is continuously evaluated.

Faculty members actively engage in decision-making processes at various levels. Department Heads solicit opinions, suggestions, and feedback from staff members on administrative and academic matters, forwarding them to the Principal and Secretary for consideration. Staff members hold diverse administrative positions, including Vice Principals, Deans, HoDs, and members of academic and administrative bodies, actively participating in decision-making processes. The Staff Association also contributes to management deliberations.

The institution involves numerous academic and administrative bodies and committees in decision-making processes. Decisions are collaborative, with stakeholders present, acknowledging and crediting participants for their creativity and innovation. The college's decision-making process encompasses statutory bodies such as the Governing Body, College Council, Academic Council, Officials, 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 | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | https://www.loyolacollege.edu/administrati on/home |

6.2 - Strategy Development and Deployment

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

The Management has devised plans for future development and expansion through well-structured proposals and actionable strategies. Drawing insights from SWOC analysis and anticipating future possibilities, the institution has introduced a comprehensive Master Plan for the upcoming two decades, known as Plan 2034, aimed at realizing the college's vision. The fundamental principle guiding this development plan is the incorporation of green technology and energy-efficient solutions to cultivate an eco-friendly and user-centric environment.

Key features of this proposal include:

1. Strategic building orientation to minimize radiation and maximize natural lighting
2. Harnessing natural site conditions, such as contours and vegetation
3. Implementation of stacked building structures to offer ample shade
4. Utilization of locally available materials for construction
5. Adoption of rainwater harvesting techniques
6. Recycling water for landscaping and other purposes
7. Installation of rooftop solar panels for electricity generation
8. Integration of solar water heaters

Significant accomplishments include the expansion of the Commerce block, Loyola Hostel block, additional cricket and women's playgrounds, campus-wide user-friendly Wi-Fi enhancements, deployment of digital boards and LCD monitors for program updates, and the ongoing transformation of the smart campus network for a more modernized appearance.

| File Description | Documents |
|--------------------------------------------------------|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| 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 overseen by the Chennai Province Jesuits, has the Provincial serving as its Chairman and head of the Governing Body. Decisions made by the Provincial involve appointments of the Principal, Secretary, and other Jesuit staff members. The Rector, who also serves as the Vice-Chairman, is responsible for managing policies, while the Secretary & Correspondent focuses on enhancing infrastructure. The Principal is tasked with overseeing academic affairs.

Recruitment procedures strictly adhere to the guidelines set forth by the UGC, University of Madras, and the Tamil Nadu Government. The Madurai Jesuit Higher Education Commission oversees the recruitment process, with appointments based on the inputs provided by the Secretary and Correspondent.

In compliance with UGC regulations, Loyola College establishes several key statutory bodies:

1. Governing Body
2. College Council
3. Academic Council
4. Board of Studies.

Additionally, the institution maintains various cells and committees, including the 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 entities convene regularly to address specific concerns within their respective domains and offer recommendations to the College Council for policy formulation.

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

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 | View File |
| Details of implementation of e-governance in areas of operation | View File |
| 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's administration places a strong emphasis on the comprehensive development and well-being of all its staff members. Annual Orientation Programs, FDPs are conducted, encouragement is extended for staff participation in Orientation, Refresher and domain specific programs to foster professional growth. The college duly acknowledges the research efforts, paper presentations of its staff, as well as research guides through monetary incentives and research awards. Employees are supported in their pursuit of further education, attendance at conferences,

and participation in workshops. Senior staff members are entrusted with administrative responsibilities.

Exceptional academic achievements by the children of administrative staff are recognized with cash rewards. Compensation for all managerial staff members adheres strictly to UGC standards, with gratuity and PF benefits subject to periodic revisions. The provision of campus-wide free Wi-Fi, email access using the institute's domain, and well-equipped staff rooms with maintenance staff allocated to all departments significantly contribute to a conducive working environment. The college management organizes health check up camps free of cost.

Adequate provisions are made for staff at the food court, health center, parking areas and they enjoy access to sports facilities, games, and a gymnasium. Retired staff members are honoured and are invited to partake in college events, including administrative functions.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://www.loyolacollege.edu/igac/fdp |

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

2

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

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

4

| File Description | Documents |
|--------------------------------------------------------------------------------------------|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| 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.)

55

| File Description | Documents |
|---------------------------------------------------------------------------------------|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Financial auditing is overseen at regular intervals by the internal auditor, duly approved by the Governing Body. To ensure institutional compliance, a statutory auditor, also approved by the Governing Body, completes the statutory audit process. Additionally, the Regional Joint Director and the office of the Joint Director of Collegiate Education conduct audits on a routine basis. Any queries raised by these government bodies are promptly addressed, with no pending queries to date. Following the resolution of queries raised by the aforementioned government offices, the Office of the Accountant General of Tamil Nadu Region conducts an audit.

The entire auditing process falls under the purview of the campus treasurer's office, which oversees the following:

- Internal auditors conduct quarterly audits.
- The statutory auditor certifies the Annual Financial Statements of our college.

- The State Government Audit, conducted annually by the RJDCE/DCE department.
- The college carries out Income Tax Filing on a yearly basis.

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

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

39,94,37,154.36

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

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

The college operates a robust system for mobilizing and utilizing funds, drawing from various sources such as student fees, government-supported staff salaries, scholarships, and corpus funds. Financial support is also received from funding agencies including 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 play a significant role in bolstering the college's financial resources.

Under the leadership of the Principal, the Finance Committee formulates strategies for fundraising and oversees the monitoring and control of fund utilization. It ensures the submission of audited financial statements and allocates budgets for each academic year. Any exceptional funding requirements, such as permanent campus structures or capital expenditures resulting from

new developments, necessitate authorization from the governing body, with approval from Rev. Fr. Rector, the Chairman of the governing body.

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

| File Description | Documents |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.loyolacollege.edu/docs/LoyolaCampaignsForANewFutureInEducation.pdf |

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 Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality-related endeavors within the organization. These endeavors encompass diverse facets, and the principal functions of IQAC include:

1. Compiling and documenting reports of programs and activities for ranking, accreditation processes, and submission to higher educational institutions.
2. Organizing academic and administrative audits and reviews of curriculum and quality sustenance.
3. Soliciting feedback from stakeholders regarding quality-related processes, which is imperative for informing policy decisions within the institution.
4. Promoting professional development through workshops, Faculty Development Programs (FDPs), orientations, seminars, and conferences.

5. Establishing a Quality Circle comprising students to involve them in quality enhancement initiatives.

The primary quality initiatives spearheaded by IQAC encompass:

1. Hosting Open Forum sessions to facilitate communication among management, administrators, and students and delivering an actions taken report.
2. Facilitating interactions between parents and teachers to discuss the progress and development of students during Parent-Teacher Meetings.
3. Conducting Exit Polls to gather feedback from graduating students to evaluate their overall academic experience and suggestions for improvement.
4. Evaluating staff members to enhance teaching quality through Staff Assessment.
5. Implementing Academic Audit, a faculty-driven model of self-reflection, peer feedback, collaboration, and teamwork aimed at improving teaching, learning, and evaluation processes.

These initiatives are geared towards ensuring quality across various facets of the institution's operations, aligning with its steadfast commitment to excellence.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://www.loyolacollege.edu/iqac/ |

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 Internal Quality Assurance Cell (IQAC) of the college proactively engages in evaluating the teaching-learning process and serves as a coordinating and facilitating entity across various college units. IQAC plays a pivotal role in enhancing the teaching-learning process through diverse approaches. It fosters open dialogue and feedback, encouraging active participation and

mutual comprehension in the teaching-learning domain. This is accomplished through student evaluations of faculty, feedback gathered in Open Forum sessions, and Exit Polls.

Moreover, IQAC envisions the fusion of teaching, technology, infrastructure, and support services to facilitate a seamless teaching and learning milieu. Each academic year initiates with an Orientation organized by IQAC, centering on teaching-learning pedagogies. Ongoing training is provided to junior faculty, emphasizing teaching methodologies and the utilization of ICT tools, while promoting the exploration of novel pedagogical approaches.

Departments are mandated to devise their academic year plans and submit them to IQAC for continual monitoring. IQAC establishes standards for academic programs, encompassing seminars, workshops, conferences, research paper publications, and innovative teaching methodologies. Staff Assessment evaluations are compiled and shared with the Principal, who, in turn, offers feedback to faculty, serving as an evaluative measure for teaching efficacy.

Towards the end of the academic year, departments present their activities during departmental evaluations, enabling the monitoring of accomplishments aligned with predefined standards and academic blueprints.

| File Description | Documents |
|---------------------------------------|---------------------------------------------------------------------------------------|
| Upload any additional information | View File |
| Paste link for additional information | https://www.loyolacollege.edu/iqac/ |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>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)</p> | <p>A. Any 4 or all of the above</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

| File Description | Documents |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Paste the web link of annual reports of the Institution | https://www.loyolacollege.edu/lcar/2023.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| 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 prioritizes the safety and well-being of its female students, offering a secure and supportive environment. A designated women's hostel, enclosed by boundary walls, provides a safe residential space. Trained security personnel are stationed at all entry points to monitor access. The campus is under constant surveillance through CCTV cameras. To combat ragging, Loyola College maintains a stringent anti-ragging committee. A dedicated grievance cell for women, including the Internal Complaints Committee for prevention of sexual harassment and the Forum for Loyola Women Students (FLOWS) is constituted to address concerns.

In 2022-23, FLOWS organised Seminars on "Mental Health", "Healthy Coping Skills", "Gender Sensitivity", "Cyber Security", "Cancer Awareness", "Dental Health", and "Crime against Women".

The college provides experienced women counselors to offer effective guidance. Separate common rooms are available for female staff and students, equipped with essential amenities such as first aid, water dispensers, napkin vending machines at multiple locations, and recreational facilities. Well-maintained restrooms are located across the campus, ensuring convenience for women.

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

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

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | No File Uploaded |

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 contracted with external services to ensure the cleanliness of the campus. Waste bins are strategically positioned throughout the campus and emptied daily by the hygiene team of the maintenance department. The entire campus undergoes cleaning twice a day, with floors and restrooms cleaned periodically. Equipment and systems from various departments are collected for repairs as needed. E-waste is handled by external vendors for proper disposal.

Sewage Treatment Plant (STP): The college employs a Bio Culture Treatment Process to treat sewage water on a daily basis, resulting in treated water used for gardening after undergoing quality testing. The Loyola ERI Centre of Excellence conducts monthly monitoring of the treated water's quality. Pacific Clear-Tech is responsible for the operation and maintenance of the STP.

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

Organic Leaf Waste Management: Loyola College collects over 500 kgs of leaves daily, which are mixed with slurry from the bio-digester and processed for 45 days to produce organic manure 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 | View File |
| Geotagged photographs of the facilities | View File |
| 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 | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: | A. Any 4 or All of the above |
| <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | |

| File Description | Documents |
|--------------------------------------------------------------------|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | View File |

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

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities | <p>A. Any 4 or all of the above</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

| File Description | Documents |
|---------------------------------------------------------------------------|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</p> | <p>A. Any 4 or all of the above</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|--------------------------------------------------------------|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | View File |
| Any other relevant information | 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 deeply committed to nurturing an inclusive and diverse environment. The institution not only acknowledges but also celebrates the rich diversity of cultural, regional, linguistic, communal, and socio-economic backgrounds that its students represent. This commitment is evident from the meticulously designed admission process, which aims to welcome students from various backgrounds, including those facing economic hardships, as well as national and international students.

A noteworthy aspect is that a substantial proportion of the student body comprises individuals from socially challenged categories such as SC/ST/OBC, underscoring Loyola's unwavering commitment to inclusivity. The college also promotes gender inclusivity, with enrollment of the third gender.

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

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

Our establishment advocates for Universal Human Values and Professional Ethics. The Center for Human Excellence serves as the foundation for the comprehensive development of every student. Our curriculum imparts essential knowledge and values. Subjects such

as Social Awareness delve into the Indian Constitution, the contributions of Social Reformers, the battle against Corruption, and Legal enactments. We delve into the Articles of the Universal Declaration of Human Rights (UDHR), ensuring that our students understand their constitutional obligations and roles in nation-building. We endeavour to instill a deep sense of national integrity and patriotism in each student.

Throughout the academic year, our institution observes significant events such as Constitutional Day, National Unity Day, and Human Rights Day. These occasions are marked by engaging programs, featuring online quizzes and enlightening guest lectures, thoughtfully organized by our dedicated National Service Scheme under the auspices of the Ministry of Youth Affairs. Furthermore, during State Legislative Assembly Elections, our students actively participate in aiding voters, forging partnerships with the Office of the Chennai Police Commissioner and the Office of the Welfare of the Differently Abled. This demonstrates our institution's steadfast dedication to nurturing values, ethics, and a profound sense of civic responsibility in our students.

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

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

A. All of the above

| File Description | Documents |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

The significant national observance days in the year 2022-23 include Pongal Day (January 14), Republic Day (January 26), International Women's Day (March 8), International Day of Yoga (June 21), Independence Day (August 15), Teachers' Day (September 5) and World Food day. Both staff and students actively participate in these events. The NSS and NCC units (Navy, Air, and Army wings) organize the parades. Every year, some of our NCC cadets and NSS Volunteers are chosen to participate in the Republic Day parade in New Delhi. International Women's Day 2023 was celebrated on March 8, 2023. Various competitions were conducted, and prizes were awarded to the winners for their outstanding achievements.

Initiatives like the Onam festival play a significant role in fostering cultural understanding and harmony among students from neighboring states like Kerala, contributing to the vibrant tapestry of diversity at Loyola College.

| File Description | Documents |
|--------------------------------------------------------------------------------|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

1. Loyola Counseling Centre (LCC) & Mentoring.

<https://loyolacollege.edu/igac/BestPractices.php>

2. School of Service Learning / The Outreach / Extension activities of the College.

<https://loyolacollege.edu/igac/BestPractices.php>

| File Description | Documents |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Best practices in the Institutional website | https://loyolacollege.edu/igac/BestPractices.php |
| 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 Student Support Services (LSSS) is dedicated to the well-being and advancement of economically disadvantaged students through various support initiatives. LSSS extends scholarships, management concessions, and financial aid to students in need. The Jesuit Educational Support (JES) program also offers scholarships and management fee waivers. Additionally, economically disadvantaged students benefit from the Free Lunch Scheme.

LSSS implements supplementary education, special coaching, and remedial programs to support students academically. The "Earn While You Learn" initiative creates part-time job opportunities for students, helping them fulfill their financial requirements and achieve self-reliance.

LSSS underscores the institution's dedication to social justice, particularly focusing on the welfare of Dalit students. LSSS actively collaborates with marginalized communities, including gypsy children, to understand their socio-economic circumstances and emotional needs.

Within LSSS, a specialized unit offers training in various arts, crafts, theatre forms, and traditional dances of Tamil Nadu to marginalized students. In partnership with the Alternative Media

Center, LSSS organizes the "Veedhi Virudhu Vizha," an annual cultural festival featuring numerous folk artists from Tamil Nadu since 2013.

LSSS epitomizes Loyola College's commitment to inclusive education and societal betterment by extending invaluable support and opportunities to those facing challenges.

| File Description | Documents |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------|
| Appropriate link in the institutional website | https://www.loyolacollege.edu/lsss/home |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

Loyola College has meticulously devised plans for implementation in the upcoming years:

1. The college will start one year of full-fledged IAS Coaching in LICE. This Centre will also conduct coaching for various competitive exams based on the required number of students.
2. The college will be offering two PG diploma programs through LIMCOS.
3. We will constitute a team to work out mechanisms to step up our efforts to provide better student accompaniment as the quality of discipline, punctuality, deviant behavior is on the increase among our students inside and outside the class.
4. We are in the process of soliciting research funds from corporate houses to augment our research works. Loyola Alumni Association is getting involved in this work.
5. Similarly, Loyola Alumni Association is planning to raise scholarships in the name of Rev.Fr. Kuriakose in view of the Centenary Celebrations
6. Loyola Alumni Association is also constituting a team to work on improving the sports facilities on campus.