



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

LOYOLA COLLEGE OF SOCIAL SCIENCES

LOYOLA COLLEGE OF SOCIAL SCIENCES, SREEKARIYAM P.O.,

THIRUVANANTHAPURAM- 695017

695017

www.loyolacollegekerala.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loyola College of Social Sciences (LCSS) Thiruvananthapuram, one of India's premier Social Sciences Colleges, was founded in 1963 by the Society of Jesus. Loyola is part of a network of 205 higher education institutions of excellence across the globe. Loyola partakes in the Jesuit Higher Education Apostolate South Asia (JHEASA) at the national level, a consortium of 60 Jesuit higher education institutions in the country. The institution's teaching-learning processes and stakeholder relations are anchored in the cardinal Jesuit ideal of the *Integral Pedagogical Paradigm (IPP)*.

LCSS is an aided co-education minority institution affiliated to the University of Kerala. We offer five postgraduate programmes: MA Sociology (1963), Master of Social Work (1964), MA Human Resource Management (2000), MSc Counselling Psychology (2013), and MSW Disaster Management (2020). Loyola is also a recognised research centre under the University of Kerala for **three PhD programmes- Sociology, Social Work and Management Studies**. We have undergone three cycles of accreditation by the NAAC, scoring Five-stars, 3.70 and 3.72 CGPA, respectively. We have also been ranked consistently among the top seven Social Work Colleges in India by *India Today*, *The Week* and *Outlook*. In 2020, we applied for autonomy status and are awaiting the decision of the government.

Location

Loyola College, is situated on a 16.69-acres green campus, at Sreekariyam, 12 kms away from Thiruvananthapuram International Airport. Campus Loyola also prides the monumental Sutter Hall and Ladies Hostel designed by Sir Laurie Baker, the legendary architect. Our Campus has played a significant role in pioneering *Kudumbashree* - the women's empowerment movement and the Child-rights movement through CHILDLINE and Kerala Child Rights Observatory (KeCRO) in Kerala.

Vision

Loyola College's vision reflects the Jesuit commitment for *magis* – excellence, and is embodied in the statement:

"Fostering excellence in thinking, commitment, and engagement for holistic transformation."

- **Fostering Excellence (*magis*):** implies the 'ceaseless striving to be better than the best.' It implies the

emergent process that motivates all the stakeholders to achieve *superior performance* with active and continuous involvement in reforming the institutional practices and procedures

- **Thinking:** involves *discernment*, enabling all the significant actors to acquire a deeper and richer *understanding* of reality
- **Commitment:** starts with a decision driven by a *purpose*; the decision, is to constantly *reform* the system itself to transform all the primary stakeholders
- **Engagement:** a primary tool for *experiential learning* that promotes self-directed behaviour and personal transformation
- **Holistic transformation:** The vision statement articulates the institutional process of continuously reforming itself to facilitate the holistic transformation of our primary stakeholders. Loyola has an agile structure that enables a highly participative and decentralised mode of operations to achieve this at the individual, institutional, and societal levels

Motto: Our motto clarions:

"Excellence in life, through service"

Mission

Loyola's mission statement reads:

Engaged competence enhancement for grooming globally competent, socially sensitive, ecologically responsive, ethically rooted thought leaders and agents of change.

Engaged Competence Enhancement (ECE) is the functional paradigm of Loyola, encompassing all our pedagogical and programmatic engagements. It evolved from revisioning the vision-mission statements, and sprucing up the organogram to move forward from the existing Engaged Knowledge Building (EKB) framework. ECE is anchored in five preferential domains acronymed as **PERCS**— 1) **P**rogramme Management, 2) **E**mployability, 3) **R**esearch, 4) **C**ommunity Engagement, and 5) **S**ustainability—by incorporating Knowledge, Skills, and Values (KSV) inherent to each of these domains.

Core Values

- Quest for excellence in life and learning (*magis*)
- Responsible citizenship behaviour (Service and Sustainability)
- Promoting technology and innovation (Innovation)
- Nurturing spiritual quotient (Faith)
- Inculcating a robust value system (Inclusiveness and Integrity)

Loyola follows **Outcome Based Education (OBE) Framework** for effective curriculum delivery and assessment. OBE at Loyola, is operationalised as a fully customised framework evolved internally, integrating Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) in congruence with the institution's vision and legacy.

The POs are:

- Global Competence
- Responsible Citizenship Behaviour
- Lifelong Learning
- Sustainability Consciousness and
- Ethical Orientation

The uniqueness of OBE in Loyola is that it maps the co-curricular and extracurricular engagements and the resulting changes in their competence level.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A goodwill rooted in the **Jesuit brand** and a rich heritage of international education
- A **consistent high-ranking** in NAAC accreditation processes and ranked seven in the national best colleges surveys organised by India Today, The Week & Outlook
- An internally-evolved paradigm of Engaged Competence Enhancement (**ECE**) with five preferential domains (**PERCS**) make LCSS distinctive in **student-centric**, value-oriented education with a comprehensive individualised **outcome assessment**
- Engagement with **illustrious, high-profile alumni** and their **involvements** in all activities of the College - induction, experiential learning, placement, extension, research, and infrastructure development
- **Integrated Stakeholder Management (ISM)** is one of the successful strategies ensuring the active engagement of all significant stakeholders
- **Qualified, experienced faculty with industry experience**
- A **pioneering heritage in extension** through our Social Labs (LES) focusing on *women's empowerment, community development, counselling, child rights, legal services, research and training*
- Continuous **upgrading of infrastructure** and leveraging of technology catalysed by a **pro-active Management**
- **Rich student support and progression programmes, activities**, and an array of **Certificate Courses** with emphasis on the **competence enhancement**
- **Very good Teacher-Student ratio (1:11)**.
- Integration of cross-cutting issues such as Gender, Environmental Education, Human Rights and Professional Ethics into the teaching-learning programme
- Renewed **emphasis on ICT and its up-gradation**, with respect to Library and Teaching-Learning Resources
- **Green, eco-friendly and bio-diversity-rich campus**, hosting environmental and bio-diversity programmes and activities such as water, energy, biodiversity audits, and weekly environment management programmes

Institutional Weakness

- **Inability to control examination schedules** decided by the University and **inaccessibility to choice-based courses**; the College has applied for autonomy to address this

- **Restrictive government policies, constraining** the introduction of **additional and frontier programmes** in the aided-stream
- **Mounting workload** due to the delay in sanctioning permanent teaching and non teaching positions by the government, adding a financial burden to the institution
- **Non-implementation of OBE by the University** at the postgraduate level in affiliated- colleges **impede our efforts to adopt OBE** in the prescribed format. However, we have innovated internally, and evolved a customised model of outcome assessment integrating curricular, co-curricular and extracurricular activities
- Reticence on our part to promote visibility despite six decades of existence; **low visibility** outside Kerala limits student diversity. The high-rating on the national best colleges survey has offered some turnaround
- **Constraint in fund generation** owing to **limited income-generating consultancy by faculty** and the limitations imposed by **students predominantly** hailing from **vulnerable and socio-economic backward classes**

Institutional Opportunity

- Potential to emerge as a multidisciplinary degree-awarding institution with multiple entry and exit options opportuned by the New Education Policy (NEP)
- Possibility of relaunching **Loyola Extension Services (LES)** as a **Multiversity**, integrating root education, new humanities and compassion studies besides research, training and consultancy
- **Autonomy** offers the possibility for expansion through increasing the number of new-generation frontier programmes and increasing student enrollment
- Possibility of converting the existing certificate courses into academic credit programmes (**academic bank of credits**)
- Offering **flexible and innovative credit-based courses and projects** in community engagement and service, environmental education, and value-based multidisciplinary programmes
- Forge **sustainable collaborations** at local, state, national and international levels leading to twinning with international universities and organisations for student-faculty exchange and other programmes
- Introducing **on-line** and **hybrid learning** programmes, seminars, and symposia
- Becoming a **benchmark institution** offering multidisciplinary, innovative, and vocational courses in the field of social sciences and multidisciplinary research

Institutional Challenge

- **Keeping up with the demands of NEP:** Loyola has espoused the spirit of NEP and is excited by the prospect of expansion in line with it. Scaling up from the existing students' strength of 250 and five PG programmes to a minimum of 3000 students with appropriate programmes by maintaining the personalised approach of Loyola, assuring quality is our major challenge
- RUSA Fund: The RUSA funding is given under two categories for affiliated colleges: 1) autonomous colleges and 2) colleges with NAAC scores between 3.26 and 3.5 as challenge funds. Although we have a score of 3.72 in the third cycle, the absence of autonomy status has denied us these, for no fault of ours
- Instil a critical approach in handling dehumanising systems and values, to evolve a culture of social responsiveness
- Engaging to provide continuous and sustained research, consultancy, and training services to industries, Governmental and Non-Governmental Organisations

- Leverage the strengths and network of the alumni to its fullest potential
- **Enhancing Campus Placement and Entrepreneurship:** While a fair percentage of our students get placed, the College has yet to become a hub for campus placements. A number of innovative projects have sprouted from Innovation Centre; however, we are yet to create a sustainable ecosystem for innovations and entrepreneurship
- **Diversity:** Attracting diverse national and international students and faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

LCSS has an institutionalised system for curriculum planning and implementation, **incorporating the vision, and mission**, through POs, PSOs and COs.

Curriculum Planning

- LCSS prepares a detailed **calendar** of teaching, learning and evaluation, integrating the co-curricular and extracurricular engagements as envisioned under the **Engaged Competence Enhancement (ECE)** paradigm
- A good number of courses in all our programmes incorporate topics such as **Professional Ethics, Gender, Human Values, Environment and Sustainability**
- Three out of five programmes, **offer electives/ specialisations**
- **Feedback** from the **stakeholders**—students, teachers, alumni, and employers—is **incorporated into the syllabus during revision**

Curriculum Delivery

- **Curriculum delivery** is done by integrating classroom learning with **practical inputs from practitioners**
- **Moodle** is effectively utilised to augment curriculum transactions
- The **flipped classroom mode** of curriculum transaction ensures the active participation of the students in the teaching-learning process
- **Experiential learning** is an **essential component** of curriculum delivery through **fieldwork, project work, internship, action research, and practicum**
- **Nine add-on programmes**, including **Street theatre** and **Expressive Art Therapy**, are offered to students for skill development
- More than **90 per cent** of our students benefit from from add-on programmes

Evaluation & Feedback

- **Customised OBE framework** is evolved for assessment of students' performance wherein each student's achievement level on various components is **assessed periodically, and opportunity for improvement is given** to those who fall short of the expectations
- The curriculum delivery process is strengthened with the input from **student evaluation of teachers (STEF)**, **open houses** conducted at the end of every semester, **exit evaluation** at the end of the programme, **stakeholder feedback** collected from **agencies (employers) and parents**
- In addition, **feedback** from **students** regarding the teaching-learning and evaluation process as well as

infrastructure of the College are also obtained and appropriate actions are taken

- **Teachers** participate in academic activities such as setting Question Papers, Curriculum Development, and Evaluation
- Some of our teachers are members of **Academic Council** and **Board of Studies** of different universities including Kerala University
- **The uniqueness of Loyola** is the integration of co-curricular and extracurricular engagements, adding an **experiential dimension**

Teaching-learning and Evaluation

Teaching-learning and evaluation at Loyola are student-centric, and it facilitates the holistic transformation of students.

- Loyola has a distinctive paradigm, the **Engaged Competence Enhancement (ECE)**, and follows the **PIMER approach** to enrich the teaching-learning processes
- The **teacher-student ratio is 1:11**
- **Full-time teachers** against sanctioned posts are **100%**, with an **average experience of 9.85** years. **71.46% of teachers have PhD**
- The College tries to accommodate the maximum permissible number of students for which it avails the provisions for marginal increase
- A five-day inter-departmental **induction programme** is designed to facilitate inter-personal interaction, familiarisation with the support systems for their advancement, and identification of possibly slow learners and potentially advanced learners
- An **Entry-level Assessment** is done at the beginning of the programme, which helps generate baseline data of the students
- **Bridge courses** are offered at the beginning of the programme in all departments
- We have a very **healthy mentor-mentee ratio** of 1:11
- Teachers extensively use **ICT** online conferencing platforms, teaching, documentation, and editing tools and google workspace for effective teaching
- LMS Moodle is used for regular curriculum transactions
- **Peer group learning, buddy system, and individual tutorials** are the measures used to address the needs of slow learners
- LCSS has two platforms for improving English language skills: (i) **Loyola Initiative for Language Advancement (LILA)** for students who are less proficient in the English language, and (ii) **Global English Language (GEL) programme as part of Jesuit Worldwide Learning (JWL)** for advanced learners to get global level certifications
- LCSS has robust **student support programmes**, including professional association engagements, student club activities and **certificate programmes** to bolster students' learning
- LCSS provides **strong experiential learning engagements** like live-in exposures, Participatory Rural Appraisal (PRA), exposure visits, study tours, fieldwork, projects, and internships
- We have an institutionalised **student feedback mechanism** administered every semester
- **Open houses** are conducted at the end of the semester to address students' concerns on the teaching-learning process
- The **average pass percent** of students is **90.28**
- Loyola has a comprehensive **model of outcome assessment**, which has integrated curricular, co-curricular and extracurricular engagements into the **OBE framework**

Research, Innovations and Extension

Research, Innovation and Extension are the **three functional pillars** of our engagement paradigm. Our achievements are listed below:

- Total grants from Government and non-governmental agencies for research **projects**, endowments, during the last five years is **58.84 lakhs**
- LCSS is a recognised research centre of the University of Kerala, with **44.44 per cent** of teachers recognised as research guides
- Since 1986, the College has been publishing a peer-reviewed biannual journal titled *Loyola Journal of Social Sciences* and it is indexed in the *International Bibliography of the Social Science* (IBSS)
- **47.62%** of departments have had research projects funded by government and non-government agencies during the last five years
- **Thirteen research projects** were granted during the accreditation period, of which two are interdisciplinary
- **Loyola-Innovation and Entrepreneurship Development Centre (Loyola-IEDC) Cell, in association with Kerala Startup Mission**, functions as an ecosystem for innovations and has initiatives to create and transfer knowledge
- **International Conclave on Innovation and Social Entrepreneurship (ICISE)** was organised to bring creative minds to the campus
- **21 workshops/seminars** were conducted on research methodology, Intellectual Property Rights (IPR) and Industry-Academia Innovative Practices during the last five years
- **26 PhDs were awarded** during the accreditation period, and **38 doctoral students** currently pursue PhD under Loyola Research Centre
- The faculty members have published **89 journal articles**, including **34 articles in the Journals listed on the UGC website**. They also published 21 books/book chapters
- LCSS has organised 71 **extension and outreach programmes** during the last five years
- **Three out of 11 MoUs** operational during the period were signed with International Universities and **one** with an international organisation

The College has conducted **17 collaborative activities** and completed **nine** research projects.

Infrastructure and Learning Resources

The infrastructure and curricular development plans are prepared at three levels: department level, college level, and management level. All feasible plans for the holistic development of the postgraduate and doctoral students were taken up and generously funded by the management.

The infrastructure augmentation is detailed below:

- The management provided a fund of **200 lakhs** during 2016-2021

The 16.69-acre campus with a built up area of 12068.71 sq. m. houses;

- 12 ICT-enabled classrooms
- 2 auditoriums and 2 conference halls
- 2 hostels (including a Baker-Heritage)

- A 150-seater canteen and dining area
- A state-of-the-art gymnasium-cum fitness centre
- Social Lab: Loyola Extension Services (LES)
- A computerised Psychology Lab
- We have commissioned an additional **4273.54 sq. m.** building costing **850 lakhs** to start new programmes
- Our sports-friendly campus has a **4500 sq.m. multi-purpose ground** for cricket, football, and athletics
- **Outdoor courts** for basketball, badminton, and volleyball and **indoor courts** for basketball and badminton
- The College has **52 computers—30 terminals including three laptops** for students' use, and 22 for administration, with a connectivity speed of **70 Mbps**
- 27 surveillance cameras, supported by a dedicated advanced networking IBM-Server
- One of the auditoriums of the campus, the **iconic Sutter Hall**, built by the legendary **Laurie Baker**
- The automated library stocks **26,227 books, 1,95,809 e-books (N-List), 67** printed subject and general periodicals, **6015 (N-List) online journals, 13** online database, besides **225 CD ROMs**
- LCSS is an **eco-friendly** campus with facilities for **rainwater harvesting** and **ground water recharging**. The campus ecology is jointly tended by staff and students by composting dry leaves, besides segregating biodegradable and non-biodegradable waste
- **Beehive** is a sustainability initiative managed by students and faculties
- Loyola campus has been energy-efficient since 2015. Our **37 roof-top solar-panels** turn out 25 units/day, which is wheeled to the State Electricity Board (KSEB-grid), offsetting our electricity bills substantially. We have 16.5 KV inverter to ensure uninterrupted power supply

The upkeep of infrastructure and the campus is ensured through the active support of all our stakeholders, especially our students.

Student Support and Progression

Loyola offers sustained proactive student support and engagement as detailed below:

- 58.72% of the students enjoy **government-supported scholarships** (52.17 lakhs)
- **13%** of the students **benefit from freeships, endowments and merit scholarships** instituted by the **management and the alumni** either for being indigent or meritorious
- Loyola, with an **ambience for student engagement and participation**, has:
 - A vibrant, elected **college union** that coordinates all sports events, cultural activities and special day celebrations
 - **Student participation** is encouraged in all **committees**, both statutory and non-statutory like IQAC Charter and steering committee
 - The College has **consistently won overall championships** in several **student fests**—sociology, social work, and management
 - **Student associations**—LASIE, SALT, LAMPS, LACS & LADS— **independently organise** camps, outreach programmes, counselling sessions, and disaster relief operations based on the **PIMER-approach**
- The Grievance Redress Cell proactively resolves the grievances – academic and administrative—at various levels: **teacher, mentor, department-level Open-Houses, HoD and Principal**
- **Grievance drop-boxes** and an **online portal** aid effective, timely feedback and redress of grievance
- Loyola's '**open-door**' policy enables all stakeholders to raise grievances, any time either in person, or

over the phone

- The **Open-House** is a good practice to undertake semester-end reviews and redress grievances
- Loyola organises several **capacity enhancement programmes** for improving the soft skills, life skills, and ICT skills of the students. Examples include English language training like LILA, Global English Language (GEL) programme, yoga classes and training on the use of Moodle
- The **Loyola Academy of Career Enhancement (LACE)** encourages students to **prepare** for **competitive exams** by providing coaching, simulation exercises and interaction with professionals; 59 among our students have cracked competitive exams with this guidance
- The **Placement Cell**
 - Organises orientation programmes, pre-placement training, mock GDs and interviews, and interaction with alumni
 - **Networks** consistently with prospective employers and the alumni to facilitate **campus recruitment** drives; **63** students have been placed solely through such drives
- Loyola College Alumni Association, with **3244 members**, organises annual alumni meet and coordinates chapters in seven countries/regions. It has mobilised **74.71** lakhs towards endowments and infrastructure development

Governance, Leadership and Management

LCSS follows a participatory and decentralised governance mechanism and has well-defined policy statements, strategic and perspective plans, and a robust value system. They are subjected to periodic review and modification.

- LCSS has institutionalised two significant practices after the third cycle of accreditation,
 1. **Implementation of OBE** as a teaching and assessment framework
 2. **Engaged Competence Enhancement (ECE)** as a learning enhancement paradigm incorporating **PERCS** as preferential domains
- LCSS always maintains a collaborative value through the **Integrated Stakeholder Management (ISM)** mechanism ensuring the participation of the staff, students, parents, alumni, and collaborative agencies to enrich the student experiences
- Loyola has a **hybrid organogram**, reflecting the active engagement of all our stakeholders integrated into a **three-tier** system comprising of:
 - the management
 - the intermediary bodies
 - the functional facilitators such as inter-department faculty teams that animate various student-centric platforms of ECE headed by HoDs
- IQAC and LES effectively augment the integration of multiple bodies
- Five-day long induction is one of the strategic activities at LCSS to foster a sense of belongingness and ownership to the freshers
- Adopting **Moodle** and office management software at LCSS ensures good governance and enhances prompt delivery of services
- Loyola with its commitment to the welfare of its staff has disbursed salary advances (26.45 lakhs), interest-free loans (24.27 lakhs), gratuity and emergency help (7.5 lakhs), during the assessment period
- Loyola has mobilised **675 lakhs** from various sources for its development needs
- Loyola has an **integrated feedback system** for **faculty** and a **separate appraisal system** for non-teaching staff

Institutional Values and Best Practices

The College strives to institutionalise **inclusiveness and environmental values** in its systems and processes.

- LCSS has a **well-articulated Gender Policy** that guides our engagements promoting gender equity and respect for diverse sexual orientations
- **High representation of women** faculty in **positions of responsibility** and female students in student bodies
- Provision of **Divyangjan-friendly resources** such as **ramps and handrails**, disabled-friendly toilets, **NVDA screen reader** and **Bookshare** ensures access to e-books for the visually-challenged
- Loyola has an **inclusive student intake policy** and a fund for economically vulnerable students. Students from diverse socio-economic-cultural backgrounds are encouraged to imbibe the values of pluralism and mutual respect
- Loyola **Environment Protection Green Policy**, which is inspired by the Jesuit Principle of *Care for our Common Home*, guides our energy conservation measures such as the increased production and use of biogas and solar energy harvesting (wheeled to the grid), and construction of rainwater harvesting pits and check dams for **water conservation**
- Loyola undertakes **optimal use of resources** and has guidelines for **waste management** through **segregation in coloured bins**, wastewater treatment and **e-waste management**
- Loyola a 'green campus' with **tree diversity**, undertakes **tree-planting drives** (*One Student-One Plant programme*), **organic farming**, **beehive initiative**, and regular **audits- environment and energy**
- Loyola organises annual **Rural Live-in Camp (NSS)**, health camps for migrant workers and regular field engagements, to enable students to imbibe **constitutional values and obligations**
- Loyola makes it a habit of evolving innovation and creating good practices. The following are cited as two among our best practices:
 - **Best Practice- I PIMER Approach** provides a strategy for experiential learning, ensuring student participation invariably in all programmes, enhancing a sense of ownership, responsibility and accountability
 - **Best Practice- II Loyola Research Collective** promotes research as a process of engaged learning guided by interdisciplinary perspectives, a sharp understanding of methodologies and an ethical orientation
- **Institutional Distinctiveness:** Loyola's **Engaged Competence Enhancement (ECE) paradigm** endeavours to groom globally competent, ecologically responsive, ethically rooted, lifelong learners and responsible citizens. It aims to promote competence enhancement of students by placing engagements at the core of all our teaching-learning processes

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | LOYOLA COLLEGE OF SOCIAL SCIENCES |
| Address | Loyola College of Social Sciences, Sreekariyam P.O., Thiruvananthapuram- 695017 |
| City | THIRUVANANTHAPURAM |
| State | Kerala |
| Pin | 695017 |
| Website | www.loyolacollegekerala.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------------|-------------------------|------------|--------------|---------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Saji P. Jacob | 0471-2592059 | 9747198138 | 0471-2591018 | lcsstvm@asianetindia.com |
| IQAC / CIQA coordinator | Jasmine Sarah Alexander | 0471-2591076 | 9961560558 | 0471- | iqac@loyolacollegekerala.edu.in |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes 8. Minority.pdf |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| Date of establishment of the college | 01-06-1963 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Kerala | University of Kerala | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 04-01-1964 | View Document | | |
| 12B of UGC | 04-01-1964 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Details of autonomy | |
|--|---|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | Yes autonomydoc_1641272150.pdf |
| If yes, has the College applied for availing the autonomous status? | Yes |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Loyola College of Social Sciences, Sreekariyam P.O., Thiruvananthapuram- 695017 | Urban | 16.69 | 12068.71 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|------------------------------------|---------------------------|---|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| PG | MSW, Disaster Management | 24 | Bachelors | English | 22 | 22 |
| PG | MSc, Counseling Psychology | 24 | Bachelors | English | 22 | 22 |
| PG | MA, Personnel Management | 24 | Bachelors | English | 20 | 19 |
| PG | MSW, Social Work | 24 | Bachelors | English | 28 | 28 |
| PG | MA, Sociology | 24 | Bachelors | English | 30 | 30 |
| Doctoral (Ph.D) | PhD or DPhil, Personnel Management | 60 | Post Graduation and NET or Kerala University Entrance | English | 4 | 4 |
| Doctoral (Ph.D) | PhD or DPhil, Social Work | 60 | Post Graduation and NET or Kerala University Entrance | English | 4 | 4 |
| Doctoral (Ph.D) | PhD or DPhil, Sociology | 60 | Post Graduation and NET or Kerala University Entrance | English | 4 | 4 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 2 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 8 | 6 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 1 | | | | 1 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 4 | 3 | 0 | 7 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 12 |
| Recruited | 4 | 8 | 0 | 12 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 0 | 0 | 5 | 5 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| PG | Male | 42 | 0 | 0 | 0 | 42 |
| | Female | 163 | 1 | 0 | 0 | 164 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 11 | 0 | 0 | 0 | 11 |
| | Female | 28 | 0 | 0 | 0 | 28 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 3 | 1 | 0 | 5 |
| | Female | 8 | 10 | 5 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 1 | 1 |
| | Female | 0 | 1 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 12 | 5 | 15 | 8 |
| | Female | 40 | 31 | 25 | 21 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 13 | 8 | 6 | 6 |
| | Female | 45 | 32 | 31 | 23 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 121 | 88 | 83 | 70 |

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

The programmes at LCSS are reflective of its vision and mission, the core of which is grooming conscientious professionals who are competent enough to identify and remedy social problems. As every society continues to face new and complex challenges, the programmes also go on evolving to suit the needs of the times. Though the focus is on Social Sciences, the diversification of courses and incorporation of medical- psychiatric, and personnel management components show that Loyola has always promoted multidisciplinary. In 2000, the College revamped the Social Work discipline by adding the community development component to it and leaving out the management component and letting it develop itself into a full-fledged programme. In 2013, Loyola showed its predilection for multidisciplinary by introducing MSc Counselling Psychology programme which belongs more to the science stream. The latest addition along these lines is the Disaster Management programme, which evolved in response to the recurring disasters in Kerala and the world over. This programme is highly multidisciplinary, comprising social work, geology, environment science, public health, sociology, psychology, technology, geography, and management. The fact that the Social Work faculty conceived of it testifies to Loyola's patent predisposition to social responsiveness and integrated development, and the department's tenacious effort to keep its programme dynamic enough to be relevant to the times. Another functional paradigm at Loyola, the ECE, enhances multidisciplinary in all its activities. It is facilitated by interdisciplinary faculty teams, focusing on five preferential areas- PERCS: Programme Management, Employability, Research, Community Engagement, Sustainability, reflecting Integral Pedagogical Paradigm (IPP). We consider NEP as an opportunity to strengthen and scale up our multidisciplinary commitments. Consequently, Loyola has already taken steps to design and apply for five integrated PG programmes with multiple entry and exit options. We have also submitted a proposal for starting a new institution on the campus, focusing on new generation programmes like MSc Artificial Intelligence, MCom with Computer Applications and MSc Data Analytics. We are also in the process of adding vocational streams like Robotic Process Automation. The University has already

| | |
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| | <p>accepted our application for three undergraduate programmes that are designed to ensure backward integration of our existing postgraduate programmes and increased intake of students as envisioned in NEP. To expedite all the anticipated transitions, we have already completed the construction of a 46000 sq.ft. building and planned and designed three more buildings comprising one academic-cum-administrative block, one ladies' hostel and a gents' hostel.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Since the University prescribes the curriculum and all regulations related to our programmes, Loyola, being a non-autonomous affiliated college, is not entitled to introduce the academic bank of credits and multiple entry-exit provisions. However, the curricula of all our programmes follow modular patterns compatible with easy credit stacking and credit transferability envisaged by ABC. As the College already has collaborative linkages with international universities, the introduction of ABC would further augment the collaboration and international exchange. In order to meet the requirements of NEP, we also have started exploring collaboration opportunities with other prospective institutions in the vicinity. Moreover, imbibing the spirit of NEP, the College took initiative to apply to the University for integrated programmes incorporating multiple exit-entry options. LCSS also has intensified the efforts to secure autonomy status which is indispensable for enjoying enough academic flexibility to implement the NEP recommendations mentioned above. We have introduced to our students the MOOC platforms such as edX, Coursera, and SWAYAM with the expectation that once ABC is introduced, they would benefit by transfer of credits. We also plan to develop all the existing certificate programmes of the College into academic credits once the university approves the system of ABC. We hope achieving autonomy will help us adopt ABC which offers curriculum flexibility with elective choices and credit exemption for previous accomplishments, and opportunities for greater multidisciplinary, development of innovative evaluation methods, internationalization and credit exchanges, joint degrees, and twinning programmes. The new perspective plan of Loyola has appropriately incorporated all these as our future directions of expansion and growth.</p> |

3. Skill development:

The institution is committed to the cause of skill development of our students as articulated in our vision, mission and core values. The Programme Outcomes (POs) of the College, namely, Global Competence, Responsible Citizenship Behaviour, Sustainability Consciousness, Ethical Orientation and Lifelong Learning are the explicit expression of this commitment. Engaged Competence Enhancement (ECE), the functional paradigm of the College, emphasizes the different components of competence such as Knowledge, Skills, and Values (KSV). Our skill development efforts are anchored in the five preferential areas of Programme Management, Employability, Research, Community Engagement, and Sustainability (PERCS). The application of experiential learning coupled with the PIMER approach makes skill development easier and abiding. As part of strengthening vocational training in tune with the National Skills Qualifications Framework (NSQF), we applied for two BVoc, programmes viz., Software Development, and Tourism & Hospitality Management. Four out of five existing PG programmes have vocational orientation, grooming professionals on skill-based domains such as Social Work, Counselling, HRM, and Disaster Management. The students of these programmes directly enter into professional roles like Medical and Psychiatric Social Worker, Community Organiser, HR Executive and Trainee, School and Family Counsellor, Project Manager, Disaster Management Professional, Intervention Specialist, Child Development Protection Officer (CDPO), Integrated Child Development Scheme (ICDS) Supervisor, Labour Officer, and Welfare Officer. We also have several student support programmes which offer sessions for developing soft and 21st century skills of students. The various student support clubs, Loyola Initiative for Language Advancement (LILA), Loyola Ethnographic Theatre (LET), Loyola Academy of Career Enhancement (LACE), Loyola In The Company Of Friends (LITCOF) and our ICT and environmental programmes inculcate values and skill sets in students. Our certificate programmes such as Street Theatre, PRA, SPSS, Excel, and Social Entrepreneurship aim at developing self-directed behaviour (lifelong learning) and vocational skills. The College has also signed MoUs with organisations like Project Management Institute (PMI), Bluepoint

| | |
|---|--|
| | <p>Org, Mental Health Action Trust (MHAT), and EY to offer avenues for our students to supplement the sector-specific skills. Right from its inception, LCSS also has an institutionalised Value Education Programme that is integrated into the teaching-learning process. Gender sensitisation, sustainable consciousness, inclusiveness, human rights, responsible citizenship, constitutional values, and national integration are the thrust areas in our value inculcation paradigm. We also promote a multi-cultural ecosystem to nourish national integration and preserve the Indian heritage. All these programmes provide students with multiple opportunities to develop life skills: thinking skills, personal and interpersonal skills. The newly conceived Multiversity paradigm on the platform of LES envisages offering programmes on compassion and new humanities founded on the philosophy of root education. The certificate programme launched under this umbrella has widened our global exposure. Students and resource persons from different continents are a part of this programme.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Loyola always makes a concerted effort to integrate Indian knowledge and culture in our teaching-learning practices. The College places immense value on experiential learning, which is the thrust of the Indian knowledge base. Loyola being a Social Science institution, its programmes have rich references to the Indian knowledge system and culture. We offer specific courses to promote insights on multiculturalism and religious harmony. We have switched over to Malayalam as the administrative language. The College organized a workshop with hands-on training on shifting from English to Malayalam, using Unicode, to facilitate this. We promote bilingual classroom sessions and encourage our students to undertake field visits to the indigenous community and settings to internalize the diverse culture and tradition of the region. Such exposures motivate our students to respond to the developmental concerns of these communities constructively. For instance, our students serve as online mentors to nomadic tribal children, otherwise deprived of mainstream education opportunities. The college library has a special collection of vernacular books on Indian literature, tradition, history, culture, and a collection of 18 volumes of Bhagavatam</p> |

stories. With the help of an alumnus, we have constituted a scholarship which is awarded to a student who wins an essay writing competition on Indian culture. As a matter of policy, we ensure that all freshers enroll as NSS volunteers, and all of them take part in a rural live-in camp of seven days. We also follow the policy that this camp is organized among the marginalized communities like fisherfolks and tribals. It allows the learners to internalize indigenous knowledge and value system, which complements the classroom learning. The student support clubs, such as LITCOF, organize programmes on various dimensions of Indian culture. Our value education sessions also complement this. For instance, special sessions are conducted on Bhagavad Gita and Indian spirituality, emphasizing cultural assimilation. Every year we celebrate yoga day with the full participation of teachers and students. We also promote the practice of yoga throughout the year so that our students imbibe the Indian tradition of meditation and develop harmony with nature. It enables them to synchronize their body and mind and develop their awareness of Indian heritage. National Youth Day is observed in commemoration of Swamy Vivekananda. Onam, the regional festival of Kerala, is enthusiastically celebrated, and the related competitions and performances are designed to promote cultural harmony and preserve indigenous art forms. Plans are afoot to make Loyola's engagement still more comprehensive by incorporating into it the lofty values of compassion, love, solidarity, and peace which are central to the Indian philosophy of Vasudhaiva Kutumbakam. The new certificate programme Gandhi -Mandela - Freire Fellowship launched under the multiversity platform titled 'Conscience and Compassion' is the latest initiative on these lines. A collective of fellows and animators upholding the values of root education and humanistic orientation from various countries make this programme unique.

5. Focus on Outcome based education (OBE):

As soon as the UGC proposed the introduction of OBE, IQAC realized its importance and spearheaded the efforts to make the faculty conversant with its framework and finer points. For that, a series of FDPs were organised and, finally, OBE got institutionalized in 2019. We made sure that the POs

reflect the very raison d'être of the institution which is committed to grooming Loyolites who stand out for their: • Global Competence • Responsible Citizenship Behaviour • Lifelong Learning • Sustainability Consciousness and • Ethical Orientation There are systemic interactions among faculty members, departments and the College in the entire process of OBE transactions. The procedure begins with an annual curriculum plan in the departments which is further integrated with the college level plans incorporating the university academic calendar. POs and PSOs are introduced to the students at the transaction level during the induction programme. At the beginning of the semester, each faculty member in charge of the course introduces the Course Outcomes (COs) to the students and explains the mode of delivery and assessment. Students are informed about the mapping of COs with PSOs and POs. With the dedicated and concerted effort of the entire group of faculty members, under the leadership of a core team, the institution developed a macro enabled Excel template to assess the students' academic performance followed by feedback. OBE at Loyola is a fully customized framework, evolved internally. A critical study conducted in the College on the existing OBE framework revealed that it only maps the academic performance of the students. Moreover, it followed the summative assessment framework using the PO-PSO-CO mapping logic. We observed that mapping only the summative assessments does not reflect the Loyola graduates' integral transformation. Hence, we decided to integrate the data of the formative and summative assessments to make them more comprehensive. We have also started distributing to each student an assessment sheet that maps the co-curricular and extracurricular engagements and the resulting changes in their competence level. What we aim at is a typical Loyola Model of Outcome Assessment, a holistic framework to map the competence enhancement of the students. We have already identified and adopted five preferential engagement domains integrating the KSV framework to complement the summative PO mapping done with the academic assessment data: • Programme Management • Employability • Research • Community Engagement • Sustainability Though the work is not yet complete, we are happy to be on its

| | |
|--|---|
| | <p>final lap, developing software to automate the entire mapping process and generate PO and PSO achievement levels. We are quite confident that the finished tool will testify to our institutional distinctiveness.</p> |
| <p>6. Distance education/online education:</p> | <p>Appreciative of the value of distance education, Loyola partnered with IGNOU in 2009 and offered programmes like MSW and BCom, till 2015 when IGNOU stopped the partner- institution scheme. Since then, we have been exploring the possibilities of similar tie-ups with other universities. We have initiated steps to collaborate with Sree Narayana Guru Open University, the new venture of the Government of Kerala to bring all distance education platforms under one single University. We have already decided to be a learner support centre of this University and are awaiting the programme's initiation. Adapting to online teaching was not a hurdle for Loyola during the pandemic as we had an institutionalized open-source learning management system, namely Moodle. The college had equipped all our teachers through periodic training in the use of various ICT tools. The teachers are well versed in using Moodle platform, where they notify the course schedules, upload value-added resources, evaluate the assignments, conduct tests, and evaluations. Resultantly, migrating to online platforms such as Zoom, Google Meet, Google Classrooms, MS Teams and Webex for online learning during the pandemic was hassle-free. One of our faculty members offered a MOOC on Human Resource Management in the SWAYAM platform. Loyola also experimented with a hybrid teaching-learning mode through blending traditional and technology-assisted approaches. It includes presenting relevant YouTube videos and lectures, documentaries integrated with classroom teaching. The use of PowerPoint presentations augmented this process. The facilities available in the classrooms—smart boards, high speed leased line and Wi-Fi internet, LCD projector with Wi-Fi access—enable blended learning. Whenever there were restrictions on account of the pandemic, we switched over to the online mode and transacted business as efficiently as ever by offering global sessions, webinars, online internships, workshops, and assessments. Sessions delivered online are recorded and made accessible to the students who</p> |

missed them because of network issues or gadget problems. Our IT infrastructure and resources, coupled with all the initiatives mentioned above, give us more confidence to navigate online mode and hybrid teaching proactively.

IAAC

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 138 | 108 | 108 | 103 | 103 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 4 | 4 | 4 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 206 | 167 | 143 | 142 | 152 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27 | 18 | 18 | 17 | 17 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 79 | 60 | 72 | 78 | 74 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 19 | 19 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 19 | 19 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 467.97 | 37.39 | 26.97 | 16.84 | 28.82 |

4.3

Number of Computers

Response: 38

IAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Loyola College of Social Sciences (LCSS) has institutionalised systems for **effective curriculum delivery**, keeping the vision, mission, and core values in mind. There are systemic interactions between departments and the College in the entire curriculum delivery process. The procedure begins with an **annual curriculum planning** in the departments, further integrated with the **college level plans, incorporating the university academic calendar**. Our curriculum delivery is anchored in the **OBE paradigm** at the transaction level.

- At the department level, **every faculty member is actively involved** in the entire process
- At the beginning of every semester, the **faculty-in-charge introduces the Course Outcomes (COs) to the students** and explains the mode of delivery and assessment
- POs and PSOs are introduced to the students during the induction programme itself, and the subsequent **mapping of COs with PSOs and POs**
- **The flipped classroom** mode of curriculum transaction ensures the active participation of the students in the teaching-learning process
- **Bridge courses offered** at the department level play a significant role in catering to the adaptation needs of students
- The departments also ensure integrating classroom learning with **practical insights from various stakeholders**

All our programmes incorporate **field experience** as an essential component of the curriculum. We provide opportunities for **experiential learning**, such as exposure visits, internship, and field training at various settings to supplement on-campus endeavours.

All our programmes have a **research component** leading to a dissertation submitted at the end of the second year. Realising the importance of research in fostering academic rigour, Loyola has **made it one of the preferential areas** in the Engaged Competence Enhancement (ECE) paradigm. This ECE paradigm evolved from the **Integral Pedagogical Paradigm (IPP) with its accent on context, experience, reflection, action, and evaluation**. We have a mechanism of an **inter-department team** facilitating the students, right from the beginning with a detailed plan of **interim presentations and feedback**. **Several expert sessions** are organised to augment this process. We consider the **research facilitation mechanisms** as one of the best practices at Loyola.

We resort to **technology-assisted academic transactions using** smartboards and ICT tools. The curriculum delivery is augmented by **Moodle** which enables the teachers to notify the course schedules, upload value-added resources, assign seminar topics, evaluate assignments, conduct tests, and assess them. These existing systems and practices helped us **smooth the transition to the online learning** mode during the pandemic.

To deepen and widen learning, we organise conferences, workshops, seminars, panel discussions, and symposia. The **supplementary training in life skills, Participatory Rural Appraisal (PRA), and street theatre augment the** students' knowledge acquisition.

Curriculum design and delivery are constantly improved through feedback in the form of **student evaluation of teachers, open houses** in the departments, **parents' appraisal** at the PTA meeting, **academic audits**, and **reports from external agencies** that offer training/placement assistance. These inputs are used for revamping **curriculum delivery** as per **the OBE framework** in the following semester.

The uniqueness of Loyola lies in the integration of a **student-centric experiential dimension** into its co-curricular and extracurricular engagements.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- The **academic calendar** of the College is largely based on that of the University of Kerala to which it is affiliated. To the extent freedom permits, **we plan and organise the teaching, learning, and evaluation** in such a way that these conform to the **university's guidelines and schedule**
- We display the **University calendar** and all relevant orders on the **noticeboard** and post them on the **College website**
- The **Continuous Assessment (CA)** comprises three components: internal examinations, an assignment, and a seminar for each course
- LCSS has **integrated the OBE framework** into the internal assessment process. Each **student's achievement level** on various components is assessed periodically, and opportunity for improvement is given to those who fall short of expectations
- The **mentoring system** in the College facilitates this effectively

The **initial planning** of the calendar is done at the **Department level** and later consolidated at the **College level annual planning meeting**. At the beginning of the academic year, a **handbook** containing the schedules is distributed to the students and faculty members. In addition, the **College prepares a detailed calendar integrating the co-curricular and extracurricular engagements** as envisioned under the Engaged Competence Enhancement (ECE) paradigm and five preferential domains of the college.

The **calendar is operationalized** at the department level by incorporating the teaching, learning, and evaluation schedules. This includes dissertation/project work schedules, fieldwork/internship, practicum, study tours, exposure visits, industrial visits, seminars, workshops, and symposia.

- **Preparation of the timetable** and allocation of courses among teachers are done by the Heads of Department (HoD) at the beginning of every semester

- These documents are displayed in classrooms, the Principal's chamber and staff rooms. The HoDs make sure that the **schedules are strictly followed**

Along with the academic activities, **co-curricular and extracurricular** activities are scheduled and incorporated into the **College calendar** which provides for **extended working time** to enable their inclusion. Among the additionally included components are value-added training programmes like **Participatory Rural Appraisal (PRA), Street Theatre, NSS Rural Camp and Life Skill Training**. As a policy, common programmes such as memorial and endowment lectures, value education, Meet the Alumni/Excellence Series, invited lectures, environment management and various other student support programmes are scheduled in advance. The other activities include arts day, sports day and college day; celebrations such as Onam, Christmas, Eid, and commemoration of important days. The implementation of the schedules is progressively **monitored by the Academic Council** which meets every month. In this meeting, the Principal updates the teachers with the changes in the university schedules.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 60**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 3

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Link for Additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response: 24****1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 5 | 5 | 3 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 99.83****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 113 | 173 | 184 | 175 | 135 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The curriculum of each of our programmes covers quite a few topics relevant to professional ethics, gender, human values, environment, and sustainability. Such topics are captured in the OBE framework. The POs of the College and PSOs of the respective programmes also reflect this.

| Programmes | Professional Ethics | Gender | Human Values | Environment & Sustainability |
|----------------------------|---------------------|-----------|--------------|------------------------------|
| MA Sociology | 4 | 9 | 4 | 4 |
| MSW | 6 | 12 | 10 | 7 |
| MA HRM | 3 | 2 | 3 | 7 |
| MSc Counselling Psychology | 5 | 3 | 3 | 4 |
| MSW Disaster Management | 3 | 5 | 5 | 7 |
| Total | 21 | 31 | 25 | 29 |

In addition, the students take up themes for their dissertations relating to the areas mentioned above. We have **94 dissertations on gender, 85 on human values, 82 on professional ethics, and 27 on the environment and sustainability**-related issues during the assessment period.

Loyola faculty members play a **major role in the curriculum designing process** of the University of Kerala for our programmes. MA Human Resource Management, MSc Counselling Psychology and MSW Disaster Management are **programmes offered only at Loyola**. The policy manual of the College is **significantly focused on ideals such as inclusiveness, gender sensitivity, sustainability consciousness and ethical practices**. Therefore, LCSS takes **concerted efforts** to provide possible additional inputs in order to sensitise the students on these issues. These include **invited lectures, seminars, workshops, and conferences; interaction with the alumni, practitioners, and field experts**; and other components like **value education** and all **club activities** aimed at ensuring bio-diversity, better environment management, and women's welfare. The criterion seven documents amply reflect this. In addition, the **students are encouraged to take up themes for their dissertations** relating to the areas mentioned above. We have **94 dissertations on gender, 85 on human values, 82 on professional ethics, and 27 on the environment and sustainability**-related issues during the assessment period. **The assignments, seminars, and field training further ensure the coverage of these topics.**

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 17.89

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 24 | 19 | 19 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 100

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 206

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.11

2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 121 | 88 | 83 | 70 | 74 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 134 | 88 | 87 | 85 | 80 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 80.52

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 18 | 16 | 11 | 14 |

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students are seldom identical in their endowment and attainment, so no single line of approach will be equally palatable to the entire spectrum that has advanced learners on one end and slow learners on the other. In recognition of this fact, the College makes sure that **it's activities are anchored in the Engaged Competence Enhancement (ECE) paradigm** and beneficial to both groups.

The institution assesses the learning levels and offers support systems to the students in **two phases– i. Entry Level, and ii. After the internal exams.**

- An **Entry-Level Assessment Tool (EAT)** is administered as part of the five-day inter-departmental **induction programme**. The induction is designed to serve three purposes: to enable learners of all levels to interact with one another, get them familiarised with the support systems available for their advancement, and identify possibly slow learners and potentially advanced learners. Based on the EAT, different teaching departments arrange appropriate **Bridge Courses** and communicate the needs of the mentees to the respective **mentors**
- **The second phase** is spread across all semesters. The internal examinations using the OBE framework help us determine the students' learning levels. Marks of internal and external examinations help the mentors monitor the mentees' performance and take appropriate measures like peer group learning, buddy system, and individual tutorials by the teachers

The specific learning assistance programmes arranged for different categories are:

Slow learners

- Slow learners are provided with **personal support** in completing their research and improving their learning levels
- We also **promote joint paper presentations** of advanced and slow learners as peer group engagement
- **Recapitulating the portions at the end of every semester** helps the students to improve their performance
- The College also has a mechanism of **alumni mentoring** to enhance the performance level of slow learners
- In some special cases, we fall back on **parental feedback** during the department PTA meetings to gain a keener insight into the students' behavioural dynamics to apply appropriate remedial measures
- The student support club **Loyola Initiative for Language Advancement (LILA)** provides training for students who are less proficient in English

Advanced learners

- Advanced learners are **motivated to present and publish their research**
- They are also encouraged to do **book reviews, attend conferences, seminars, and make paper presentations**
- The **Global English Language (GEL)** programme offers training support to advanced learners to **get global level certifications**

Both Slow and Advanced Learners

- The **membership in professional bodies** like Project Management Institute (PMI), National Institute of Personnel Management (NIPM), Yi, Kerala Association of Professional Social Workers (KAPS), and Kerala Sociological Society (KSS) provides exposure to the students on the field realities
- LCSS has a healthy practice of an **inter-department team** comprising faculty members, research scholars and fellow students accompanying students across departments under the **Loyola Research Collective (LRC)**
- LRC regularly **conducts workshops and other complementary sessions** on qualitative, quantitative and mixed methods, literature review, referencing software, preparation of research instruments, use of software for qualitative and quantitative analysis, awareness of plagiarism, and academic writing

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**Response:** 12.88

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

- The student - centric methods at Loyola facilitate experiential learning comprising the curricular, co-curricular and extracurricular transactions
- Recently, we adopted a **distinctive paradigm** called Engaged Competence Enhancement (ECE) to

scale up students' competencies by placing engagement at the core of all teaching-learning processes

- We use a variety of strategies for this. One of them is ICT enabled seminars to make learning interactive and participatory. Objective **discussion of contemporary issues** helps students see humans and matters in better light and thereby develop informed perspectives
- **Videos, documentaries, films, and book reviews** that enrich the curricular content are used for collective discussion and reflection
- **Paper presentations at conferences** help students enhance their academic competencies
- A **buddy system** that pairs slow learners with advanced learners facilitates peer teaching and learning. In addition, teachers are always available to clarify doubts through offline/online platforms

Experiential learning is a **core pedagogical strategy** in all our programmes, with each department focusing **on a distinct set of activities.**

- MSW (Disaster Management) and MSW (Medical and Psychiatry, and Community Development), have concurrent fieldwork and block placement, rural live-in camps, Participatory Rural Appraisals (PRAs), participation in various surveys, and social outreach programmes are regular features
- The MA HRM programme resorts to industrial visits, internships, concurrent training and mini-projects to achieve the same
- MSc in Counselling Psychology resorts to practicums, psychological assessments, action research, and community counselling
- Sociology department arranges visits to various settings like tribal, migrant, and fisherfolk settlements
- All the departments organised **exposure visits and study tours to professional practice sites.** Visits to institutions like orphanages, old-age homes, prisons, mental health centres motivate students to reflect on complex social realities
- All students participate in the **annual NSS Camp** conducted among vulnerable communities, and students undertake surveys and action projects to benefit communities in such areas

In addition to the above, all departments and their respective student associations organized invited lectures, workshops, fests, conferences, seminars, and symposia. This is further supplemented by **regular interactions with the alumni, subject experts, social activists, and eminent scholars**, enabling all students to develop better perspectives and get inspired in the process.

Students are actively involved in organizing all significant events in the College, including arts day, college day, sports day and commemoration of days on globally relevant themes. In all these, LCSS follows the **PIMER approach** (Planning, Implementing, Monitoring, Evaluating, and Re-designing), which ensures active student involvement in all aspects of programme planning and implementation.

As a part of activities related to ECE, the College has set up various clubs intended to promote general reading, critical and creative thinking by way of film reviews, spoken English proficiency, preparedness to face competitive exams, and training for better placement. Students are expected to be part of at least three student support clubs that satisfy ECE requirements. **Value education and certificate courses bolster experiential learning.**

In short, Loyola's student-centric activities groom and equip students with competencies and values that facilitate their transformation into socially sensitive and responsive agents of change.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Instead of holding on to conventional teaching practices, Loyola is bent on keeping abreast of technological advances by making all ICT tools available and using them effectively. This helped the teachers transcend all COVID-related disruptions by switching over to the online mode when required and continue in the hybrid mode thereafter.

All classrooms are **equipped with LCD projectors, and stable Wi-Fi connections** and four classrooms with smart boards that enable teachers to use various ICT tools. Loyola makes efforts **to provide continuous training on ICT** to teachers, and we also have a page on our website dedicated to information regarding ICT tools and resources. The following are the ICT tools used by the teachers:

Learning Management System: The College recognised the possibilities of **Moodle** as an effective platform for teaching and learning and initiated Moodle training a decade ago. It stood us in good stead during the COVID lockdown. Teachers use Moodle to circulate learning materials, collect assignments, and conduct seminars, quizzes and online tests.

Online Conferencing Platforms: LCSS uses **Zoom and Google Meet** as platforms for online teaching and the conduct of webinars. The College has purchased Google Meet and Zoom IDs for this purpose.

Online Teaching, Documentation, and Editing Tools: Teachers have been trained in using online teaching tools like **Whiteboard, Kahoot, Evernote and Mentimeter**. Most teachers are familiar with editing and recording tools such as **Paint, Inshot, Canva, and Loom**. Some teachers make available the recorded online classes that can be accessed later by those students with connectivity issues.

Malayalam Computing: Following the state government's mandate to use Malayalam as the administrative language, the College organised special training in Malayalam computing software for its staff.

Google Workspace: Teachers are familiar with using Google workspace for collaborative work. All teachers are conversant with most **G-Suite applications like Google Classroom/ Docs/Sheets/Drive/Forms and Google Calendar**. Some teachers have created personal **websites** and have **YouTube channels** as well.

Grammar and Plagiarism Checker: LCSS has purchased Grammarly that enables teachers to track plagiarism and take corrective measures.

Research and data analysis software: Teachers use referencing software like **Mendeley and Zotero**, and some use qualitative analysis software like **NVivo, ATLAS.ti, and QDA Miner**. An inter-department team of teachers provides training in **SPSS and MS Excel** to other teachers and develop customised macro-

enabled Excel sheets to enter OBE attainments.

Digital library and E-resources: We are part of INFLIBNET, through which our faculty and students have gained access to NLIST which provides access to electronic journal databases such as EBSCOhost, JSTOR, annual reviews, e-books, Indian journals, and other relevant e-resources. The faculty also enjoy access to the national digital library, subscribed e-journals, Shodhganga, CD-ROM databases, and open access resources such as DOAJ, enabling them to make full use of library resources in classroom teaching.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13.73

2.3.3.1 Number of mentors

Response: 15

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97.78

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 73.68**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 16 | 14 | 12 | 11 | 14 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 10.06**2.4.3.1 Total experience of full-time teachers**

Response: 161

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Loyola considers continuous assessment as one of the key components of the teaching-learning process. Therefore, we follow a credible student-centric procedure for the conduct of Continuous Internal Evaluation (CIE). As an affiliated institution, we follow all the stipulations of the University of Kerala concerning the conduct of internal assessments by ensuring transparency and robustness.

Transparency

- Internal assessments at Loyola are anchored in the **OBE framework**
- Students are given a clear idea of **course outcomes, mode of assessments, and Bloom's Taxonomy** based evaluation criteria at the beginning of the semester and before periodic internal evaluations
- Questions for the **internal examinations** are set in alignment with **COs** to facilitate the OBE mapping
- **Schedule of tests and last date of submission** of the internal assessments are made known sufficiently **in advance**
- Corrected answer sheets are returned to students for **verification**, and they are given an opportunity for making clarifications if any
- One internal mark sheet per course with **the breakdown of marks** attained in tests, assignments and seminars by all students is prepared
- **Each student signs against the row indicating their marks.** Anomalies, if any, are pointed out by the student, and the teacher verifies and makes necessary corrections
- In addition to these inbuilt measures to ensure transparency, students are also made aware of the examination related **Grievance Committee's** functioning in the College. The committee comprises the HoDs, faculty representatives from different departments, student representatives, and the Coordinator of the Continuing Education Programme, and it meets twice a year to see that the internal assessment process is objective and transparent
- At the end of the semester, each department organises **Open Houses** to address all concerns of students about the overall conduct of the semester, including internal assessments

Robustness

- The mode and frequency of internal assessments **prescribed by the University** consist of two written tests (with an option to choose the higher mark attained in the two), one seminar and one assignment per semester
- The **tests, assignments, and seminars are designed to assess the attainment of PSOs and COs of respective courses**
- Until the last academic year, **attendance** was considered a part of internal assessment
- To make the assessments more comprehensive, departments resort to diverse strategies **such as case study analysis, role plays, group discussions and quizzes** and provide real-time feedback on student performance
- Most of our programmes have a fieldwork component in the internal assessment. **Regular weekly evaluation takes place for concurrent fieldwork. Block placement report presentation/viva voce** is evaluated internally
- Mark entries are uploaded to the examination portal of the University of Kerala **only after the students verify and endorse them.** The signed sheets are then handed over to the office for filing purposes. These sheets are proof of the transparency and robustness of the internal assessment process

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

LCSS has effective mechanisms to deal with the grievances of students. Concerning internal assessments, the College maintains complete transparency and adopts time-bound measures to redress grievances.

- Once the internal examinations are over, the evaluated **answer scripts are given back to the students** concerned for verification
- The answers are discussed in the classroom, and **all genuine grievances related to the assessment are redressed**
- At the end of each semester, the teacher **prepares course-wise mark sheets** containing the breakdown of marks secured in tests, assignments, and seminars. These sheets are given to the students for **cross-checking**
- We provide students the platform to **discuss** their concerns with the teacher before endorsing the marks
- The College has instituted an **examination related Grievance Committee**, which includes the HoDs, faculty representatives from different departments, student representatives, and the Coordinator of the Continuing Education Programme, and it meets twice a year and ensures that the internal assessment process is objective and transparent
- **During the induction of every new batch** itself, **students are given a clear idea** of how this committee is constituted, what purpose it is meant to serve, and how they can get their grievances redressed
- At the end of every semester, each department **organises an Open House**, where HoDs along with all the faculty members sit with all the students in the batch and **deliberate the overall conduct of the semester, including internal and external examinations**
- During the Open Houses, there have been instances when students raised grievances against unit-wise weightage distribution in the end semester examinations. Such matters are **promptly reported to the Board of Studies** of the disciplines concerned and **resolved in the pre-board meetings**
- LCSS also maintains an **open-door policy** as students can approach the Principal with any grievance without any procedural barriers
- All grievances are **efficiently and promptly redressed**

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

In 2018, LCSS adopted the Outcome Based Education (OBE) framework for the **continuous internal assessment**, although the University had not implemented it at the postgraduate level in affiliated colleges. As the first step, **extensive training in OBE** was provided to the faculty by **experts from renowned institutions**.

- A **core team under IQAC** gave shape to a customised OBE framework with unique POs, PSOs and COs
- All teachers are involved in the OBE planning, implementation, evaluation and communication to the students, which guaranteed **interdepartment collaboration and collective achievement**
- The **POs, PSOs and COs** are made public on the **College website** and **department noticeboards, classrooms**, and in the **handbook** supplied to the staff and the students
- There is a comprehensive in-house video on OBE accessible on the College website
- On their joining, **new teachers** are given a **detailed orientation** to POs, PSOs and COs and their mapping. This equips them to **effectively use the OBE framework to independently transact curricular and co-curricular activities**
- During the induction, each incoming batch of students is given a **comprehensive orientation** on the OBE philosophy and POs. Further deliberations follow this at the department level regarding PSOs and COs and their mapping. They are also given awareness about **OBE based assessment and evaluation**
- At the beginning of each semester, **students are given a detailed orientation about the COs of each course by respective course teachers**

Since all teachers are involved in setting the COs, PSOs, and POs, they are conversant with their rationale which makes it easier for them to communicate the ideas to the students.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The OBE framework of LCSS contains the assessment of both the academic and non-academic engagements as depicted in the following figure. The non-academic engagements are captured at department and College levels.

The first stage of framing the OBE is defining the COs, PSOs and POs at the faculty, department and college levels, in that order. The next step is the mapping of COs with PSOs and POs. We have developed a customized mechanism for recording, mapping and assessing COs, PSOs and POs.

IAAC

CO Assessment: Curricular aspects of COs are assessed applying Bloom's Taxonomy (BT). This is done by conducting internal tests, assignments, and seminars. The questions for internal tests are based on COs and the marks are entered accordingly. Similarly, the marks for assignments and seminars are also assigned to the corresponding COs. The marks of external examinations are also considered for CO achievement on a proportionate basis (40%). Final **academic** achievement of COs is calculated by adding the proportionate marks of internal and external assessments and **categorised into four levels: Excellent (greater than 70%), Good (60 to 70%), Fair (40 to < 60 %) and Not Achieved (less than 40%).**

Co-curricular engagements at the department level constitute another component in CO assessment. This is done based on the student engagements in seminars, conferences, workshops and professional association activities organized by different departments, using a matrix developed for it based on the **Knowledge, Skills and Values (KSV)** components. Then, the total score for each activity contributing to corresponding COs and its achievement is calculated.

PSO Assessment: The scores of all the COs of academic and co-curricular engagements at the department level are mapped to the corresponding PSOs for the calculation of PSO achievement. Once we enter the

scores of a particular CO or department level engagement, it will get fetched to the corresponding PSOs using a macro enabled Excel sheet. The achievement levels for each PSO are categorized as **Excellent, Good, Fair and Not Achieved**.

PO Assessment: The student engagements at the college level belong to five preferential domains: Programme Management, Employability, Research, Community Engagement and Sustainability (PERCS). Each domain is assessed using the KSV framework. The total scores obtained for each KSV component for an activity is mapped to a specific PO, to get the PO assessment score. Thus, the total scores of COs and activity are mapped to the corresponding POs to calculate the PO achievement and are categorized as **Excellent, Good, Fair and Not Achieved**.

PSO and PO Attainment: Attainment for each PSO is calculated at the department level, based on the percentage of students achieving the target value of 55%. The attainment levels of the PSOs are: 4 (greater than 70%), 3 (60 to 70%), 2 (40 to < 60 %) and 1 (less than 40%). Similarly, the **attainment of POs is calculated at the college level** based on the percentage of students achieving the target value of 55%, and are categorized into 4 levels as in the case of PSOs.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 90.28

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 70 | 56 | 66 | 67 | 68 |

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 79 | 60 | 72 | 78 | 74 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |

2.7 Student Satisfaction Survey

| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
|---|-------------------------------|
| Response: 3.61 | |
| File Description | Document |
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 59.34

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20.70 | 15.89 | 3.00 | 8.90 | 10.85 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 50

3.1.2.1 Number of teachers recognized as research guides

Response: 8

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 47.62

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 3 | 1 | 3 | 2 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5 | 4 | 4 | 4 | 4 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Paste link to funding agency website | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Loyola Innovation Centre took roots from the seeds sown by a voluntary and informal body called **Loyola Innovation and Field Engagement (LIFE)**. LIFE was a thinktank of like-minded research scholars, students, alumni and well-wishers of LCSS who are passionate about social change through innovation and enterprise. This platform, constituted serendipitously in 2009, was led by the Social Work Department. LIFE convened meetings of members to assess issues, generate ideas, design paths and instruments for social change. Pencil Foundation (2010) and *Thanal* Herbarium (2011) were the earliest activities of LIFE. LiveLab, which was initiated by LIFE in 2013, was its most successful innovative project.

LIFE applied for a UGC-sponsored Innovation and Entrepreneurship Conference. Loyola received the grants and organised an "International Conclave on Innovation and Social Entrepreneurship" in December 2015. Following this conclave, LIFE was reconceived as the Innovation and Entrepreneurship Development Cell (IEDC) in 2015, when it decided to constitute the cell as per Kerala Start-Up Mission (KSUM) mandates.

Following are some of the steps taken at LCSS for innovation and entrepreneurship promotion during this period:

- The Loyola IEDC **applied for a start-up fund from KSUM**, granted in March 2016. Ever since then, the IEDC has been initiating several projects

- Various **brain storming sessions** with leading social entrepreneurs and educators
- **Seminars and in-house programmes** like experience sharing of student entrepreneurs
- The office-bearers of Loyola IEDC took part in various workshops, and boot camps
- The **ideation sessions** at Loyola IEDC paved the way for many small entrepreneurial projects by students, for instance, **Ekolife, Fishnet, SALT Store and Elevated Atlantis**
- The Centre for Life Skills Training and Research, NGO by Praveen Varghese Thomas (research scholar) and **Dance Movement Therapy Programme** by Krishnendu (MSW 2017 batch), are offshoots of LiveLab, propelled by the IEDC
- LiveLab was a Life Skills Training venture in which Loyolites **imparted life skills training to children and adolescents**
- Ekolife encouraged the students to **mobilise community resources and start profitable eco-friendly ventures**, like promoting SHG-based cloth bag making, procuring and selling locally-made artefacts, collecting and selling usable expendables
- **Fishnet** was an on-call fish procurement and home-delivery service started by students from coastal areas
- Social work student Association Loyola Trivandrum (SALT), **started a stationery and snack service** counter in the College
- **Elevated Atlantis** is a business model for constructing **eco-friendly and sustainable houses** for flood-affected regions in and around Kerala. This project won first prizes in three management fests

While Loyola Innovation Centre and the IEDC have been able to open students' minds to the possibility of Innovation and Entrepreneurship, we are yet to embark on more sustainable models and explore the possibilities of collaborating with technical institutions. We hope to achieve this in future.

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

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 21

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 1 | 3 | 2 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

| 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years | |
|--|-------------------------------|
| Response: 2.88 | |
| 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years | |
| Response: 23 | |
| 3.3.1.2 Number of teachers recognized as guides during the last five years | |
| Response: 8 | |
| File Description | Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

| | | | | |
|--|---------|---------|---------|---------|
| 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years | | | | |
| Response: 1.85 | | | | |
| 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years. | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 9 | 10 | 2 | 8 | 5 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.14

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7 | 6 | 1 | 4 | 3 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Loyola's experiential learning framework is anchored in the functional paradigm of **Engaged Competence Enhancement (ECE)**. Students' engagements in the field are one of Loyola's most effective tools to **facilitate their holistic transformation**. Therefore, field engagements and extension activities complement our teaching-learning process. LES, the social lab of the College, facilitates the teaching departments in such engagements.

A brief sketch of the major programmes during the assessment period is given below.

- ***Snehanidhi***: During the pandemic times, the college launched a programme called *Snehanidhi*, which was an effort to facilitate the **online learning of the tribal children** by distributing gadgets
- **An online tutoring system**: As a follow-up of *Snehanidhi*, the Sociology department launched an online tutoring system to bridge the learning gap of these children
- ***Munneram and Karuthalode Kathorkaam***: The Social Work students reached out to the coastal

communities of Pozhiyoor and Poonthura. Assisted by the local Panchayath and Pallium India, they conducted awareness campaigns on **people's plan movement**, and extended **counselling services to the palliative patients** there. *Munneram* was an online **psycho-social support initiative** for the youth affected by COVID-19, followed by a week-long residential programme *Karuthalode Kathorkaam*

- **Samagram:** A project initiated in collaboration with MHAT by the Department of Counselling Psychology, offers **mental health support** to the vulnerable families of the Poonthura coastal community. The students are actively engaged in this project as community volunteers
- **River mapping exercise:** The Disaster Management students engaged in a week-long **river mapping exercise** in collaboration with the district administration of Pathanamthitta in the wake of a series of floods and landslides in the region
- **Entrepreneurship support:** The Personnel Management students have ventured into a social entrepreneurship project, collaborating with Bluepoint Org to provide **entrepreneurship support to various social enterprises**
- **Disaster relief activities:** During the disasters, the students and faculty played active roles in **relief activities**. They visited the areas affected by the Okhi cyclone and floods and conducted **psycho-social first-aid interventions** and **trauma counselling**. Relief materials were sent to affected places, and volunteers were actively involved in collection centres and relief camps
- Students have extended their services in the Kerala Rescue movement for **mobilising funds**. They worked in call centres and post-flood cleaning drives
- Students were trained to develop tools to assess **post-disaster recovery and rehabilitation**. They also volunteered in first-line treatment centres and worked with the Disha helpline during the pandemic
- Students and Jesuit Alumni Association Kerala have **distributed food kits** in coastal villages, Anchuthengu and Pozhiyoor
- **Rural live-in NSS camp:** All our PG students are members of NSS which provides a plethora of opportunities for their extension engagements. This week long camp helps them realise ground realities
- **Social awareness campaigns:** Our students continuously engage in street plays on themes like gender issues, social justice, child rights, and the environment

While these programmes help the students become more **socially conscious** by imbibing the values of responsible citizenship, inclusiveness, and social sensitivity, they also enhance the **community's well-being**.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 67

3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 15 | 18 | 11 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 100

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 206 | 167 | 143 | 142 | 152 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 17

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 7 | 3 | 2 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 11

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 0 | 3 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

IAAC

Criterion 4 - 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 equipment etc.

Response:

The **cutting edge infrastructure** of the College includes:

- 12 modern classrooms with mounted LCD projectors of which 4 have smart boards
- All our classrooms have whiteboard, blackboard, noticeboard and a lectern
- 16.5 KV UPS partly supported by a 5 KV solar panel
- Two broadband and Wif-Fi connections namely, Hi-point connect (leased line) with the speed of 30 Mbps and a BSNL line with 40 Mbps speed under NMEICT scheme which are combined with the support of a device to offer 70 Mbps speed of internet service
- Two auditoriums enabled with LCD projectors, one of which is air-conditioned
- Modern library with sufficient fans and ventilation
- Public address system
- A computerised lab for the Department of Counselling Psychology to augment practicals and practicum
- Individual cabins for all staff members and individual rooms for the Heads of Departments with a desktop that has high-speed internet connection and printers

ICT: The classroom transactions are augmented by an **open source teaching-learning platform (Moodle)** with a customised cloud space. During the pandemic, the College has purchased the **licensed version of Zoom and Google Meet** for all the departments to manage online classes effectively. LCSS has developed an in-house macro-enabled Excel workbook to map the outcomes as part of the Outcome-Based Education (OBE).

The LCSS has 30 computers including 3 laptops for the use of students and another 22 computers for administrative purposes, a **fully dedicated IBM server** with advanced networking facilities, three photocopiers, 11 printers, 3 portable LCD projectors, two still cameras, five webcams, ten headphones, two sound systems, one portable amplifier, one portable projector screen, one TV, four bluetooth speakers, four tripods, one speaker podium, and two 2.1 channel sound systems, one digital display board, two biometric punching machines, and two barcode scanners.

Loyola Knowledge Centre: The 335 sq.m. **automated library**, renovated with granite flooring in 2021, has a seating capacity of 100.

The library has:

- **26,227 books** including some **rare books**
- A collaboratively established **Bookshare** resources for the visually challenged to ensure access to electronic books with a screen reader software, namely NVDA
- A new research and periodical section
- A good collection of journals and periodicals

- Subscribed e-journals, e-books
- **NLIST resources**, and access to open resources - National Digital Library (Shodhganga) and Directory of Open Access Journals (DOAJ)
- Exclusive space for research scholars with computers and software support
- Expanded UPS support
- Revamped library website
- New networking facility with 27 U rack

Social Lab: Loyola Extension Services, the social lab of the College, serves as a facilitation centre for the field engagements and internships of our students. It has got two air-conditioned seminar halls, and accommodation facilities for 70 people in two independent buildings.

Transportation: For common field engagements and exposure visits, buses are available on the campus.

Expansion of Infrastructure: A **46,000-sq.ft.** disabled-friendly building nearing completion, has 14 lecture halls, an auditorium with a capacity of 350, a modern conference hall, staff cabins, expanded office space, lift and ramp facility, and all other modern facilities to meet the emerging needs.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Cultural and Sports Activities: The College has adequate infrastructure facilities for cultural programmes and competitions, sports and games, both intramural and intercollegiate.

It includes:

Indoor Facilities:

- Sutter Hall, an auditorium of 380 sq.m. heritage-monument, built in 1971, with a seating capacity of 350 is used for cultural activities and indoor sports and games
- The 67 sq. m. JM Hall, renovated in 2006, with a seating capacity of 40 is used for cultural programmes
- Two halls at LES (Loyola Hall and Mini Conference Hall) capable of accommodating 170 people are used for various cultural performances
- Indoor sports rooms are available at both the hostels
- Loyola Indoor Stadium, built in 2009, has a seating capacity of 3000 is used for major functions such as our Golden Jubilee celebrations inaugurated by the Late Honourable President of India Shri Pranab Mukherjee

Outdoor Facilities

- A 720 sq.m. open-air space with a 28 sq.m. stage, built in 2006, used for cultural programmes, sports, games and yoga practice
- A **4500 sq.m. multipurpose ground** made in 1964 used for cricket, football and athletics
- The College has a **4500 sq.m. multipurpose ground** made in 1964 used for cricket, football and athletics, an outdoor basketball court (486 sq.m), a badminton court (148 sq.m), a volleyball court (274 sq.m), a mini ground (1800 sq.m), and jump pits. We have adequate sports equipment to complement these facilities

Gymnasium: A 243 sq.m. **fully equipped** gymnasium named ‘Stephen Memorial Loyola Health and Fitness Centre’ has been functioning since 2015 with a certified trainer's assistance. The gymnasium is named after late Mr. Stephen, one of our alumnus and a fitness enthusiast. The gym was partly sponsored by his parents.

Yoga Centre: The Loyola Hall, Sutter Hall and the open lawn provide the venues for practising yoga.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 33.34

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 593 | 1.30 | 3.48 | 2.30 | 2.87 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

The College library is automated with an **integrated software, developed in-house**, using a MySQL database. The software includes modules such as Books, Circulation, Membership, Catalogue, Due Collection, Stock Verification, Serial Control, Reports, and Options. Its salient features include:

- **The Book Module** has options for adding all the details of newly-purchased books and editing them later, reclassifying books, changing/deleting accession numbers and call numbers, and weeding out and book binding
- The issue of books and journals, their reservation, and return after use are all managed by the **Circulation Module**, which uses barcode technology
- The library user management is done through the **Members Module**. It is used to add new members, edit existing members' details, change member IDs, and renew/ cancel/ restore membership
- The software has an **effective/advanced search and retrieval feature**. The **catalogue** provides different search options such as author, title, publisher, keyword, etc. The search result displays detailed information, the issue status, and the due date. The **Online Public Access Catalogue (OPAC)** is also available on the library website
- The **Due Collection Module** calculates and collects the fine for late return of books. The overdue charge is automatically calculated and entered into the member's fine account. It also recovers compensation for damaged or missing books. Such dues are collected annually before issuing the 'No Objection Certificate'
- Another helpful feature is the **Stock Verification Module**. It facilitates the **tri-annual stock verification** by enabling stock entry and report missing books
- The **Serial Control Module** helps to manage the periodicals in the library. The journal settings have the provision for entering the journal's details. The module also has a provision for adding the journal's new issues and editing the already entered issues
- The software also generates **reports** related to circulation, members and overdue charges
- The **Options Module** includes settings through which we can set category and type of books, details of book vendors, the issue privileges of different members, the overdue charges, categories and types of members, and other user privileges
- The **Acquisition Module** helps in developing a balanced collection. It has provisions to select books, order books, and receive the books

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.99

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.51 | 1.21 | 0.89 | 0.79 | 0.53 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 35.59

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 79

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Infrastructure: The entire campus is **Wi-Fi-enabled**. High-speed optic fibre internet connectivity is provided in both modes—wired and wireless—across the campus. We subscribe to two internet service providers, namely Hi-point Connect (a leased line) and BSNL. The Wi-Fi speed is regularly upgraded after considering the academic requisites, student strength and usage. The **current bandwidth is 70 Mbps**.

Computer: In 2016, ten computers were added to the existing ones expending Rs. 2,70,000. In October 2021, six computer systems were bought for the Psychology lab expending 1,41,000. In December 2021, eleven new computers, connected with N-computing, were bought for the library by expending 2,38,500.

Networking: In 2019 January, the networking system (Wi-Fi and LAN) was upgraded, spending 2,45,852. Three main racks were added, all the cables were replaced, and the existing five Wi-Fi routers with a capacity of 25 users each were upgraded with three routers of 100 users' capacity each.

Internet: We had one NMEICT BSNL connection with 20 Mbps, which is enhanced to **40 Mbps** in August 2020. The Hi-point network provider's 10 Mbps lease line was additionally acquired in February 2021 for a charge of Rs. 35,000 for a quarter. In November 2021, it was enhanced to **30 Mbps** expending an additional Rs. 67,260. In November 2021, the entire network cable of the college library was replaced. One 27u rack was added, one Wi-Fi router was added to the existing one, two more CCTV cameras were added to the current six cameras, and the old DVR was replaced. All these cost **3,23,846.00**.

CCTV Camera: The college and hostel premises are under the surveillance of 27 CCTV cameras. In July 2017, five CCTV cameras and one DVR were installed in the Ladies' Hostel, spending Rs. 61,221. In January 2019, two cameras were installed in the College office and Principal's room spending Rs.9,404. In May 2019, four CCTV cameras and one DVR were added in the gymnasium and the Bursar's room, spending Rs.53364. Three more cameras were added in the Ladies' hostel during December 2019, spending Rs. 32,638. In September 2020, three more CCTV cameras were added to the campus premises.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 5.42

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 68.81

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 49.65 | 35.27 | 23.02 | 13.25 | 21.63 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The College is ever vigilant in providing, upgrading, and maintaining its physical, academic, and support facilities and ensuring **optimal utilisation** by the **students, staff, external agencies, and the neighbouring community**. The **Infrastructure Development and Maintenance Committee** assesses and addresses the development needs and coordinates the upkeep of all facilities. The institution has adequate staff for keeping the building and the premises clean, and their work is supplemented by **the teachers and students** who voluntarily clean the campus every week.

Physical: The Bursar oversees the maintenance of campus facilities. The annual maintenance of buildings and periodic painting is done during the summer vacations. Housekeeping is done with the help of five support staff. Two gardeners take care of the greenery and beautification of the campus. CCTV cameras positioned at strategic locations and a security guard ensure the safety of the premises. All important electronic equipment is covered under Annual Maintenance Contracts (AMCs). All the assets are scientifically numbered, and a logbook is maintained to note materials issued from the office for different programmes.

Academic: The class leaders ensure the proper use of facilities in the classrooms. On being apprised of the need for any repair or replacement of, or addition to, any facilities, the HoDs follow up the matter with the Bursar. Any technical problem with ICT is reported to the Bursar, who gets it solved by technicians promptly. The faculty technical support team ensures the **effective utilisation of ICT facilities and updates Moodle** and the College website.

Support Facilities

Library: The **Library Committee** monitors the flawless upkeep of the library by conducting tri-annual stock verification, and ensures periodic addition to the library collection. It maintains the existing facilities and supplements them periodically. During 2021, the internet bandwidth was increased considerably by adding leased lines to the existing broadband connection. The library was made more **disabled-friendly** by providing handrails to the existing ramp.

Psychology Lab: A **computerised lab** is maintained and optimally used for the psychology practical training with appropriate test batteries and software. The students can use the lab facilities with prior permission from the department. The respective teacher-in-charge introduces the test materials with demonstration, and then students are paired and imparted training to conduct the tests. Lab materials are upgraded based on the changing requirements of the programme.

Canteen: We have two canteens on the campus, catering to the needs of the students, staff, and external participants of various training programmes and competitions. A **mess committee** with adequate student representation monitors their functioning. The mess-in-charge makes sure that solid and liquid waste generated in the canteens is appropriately collected and recycled, and the food waste is processed using the biogas plant.

Hostels: Both the Men's and Ladies' Hostels have wardens and staff for their administration and maintenance. **Student participation** is ensured through Hostel Prefects and various hostel committees. Periodic hostel meetings help to evaluate the functioning of the hostels. Separate housekeeping staff take care of the upkeep of the hostels. Apart from this, students also engage in voluntary cleaning drives to ensure cleanliness.

Sports: LCSS has adequate facilities for sports and games, which are well-maintained and used by our staffs and students. Playgrounds are used after working hours, and sports materials are entrusted to the students who stay in the hostels. Damage to any sports items is reported to the faculty in charge of sports and promptly replaced. **Alumni members and people of the neighbourhood are also allowed to use the playgrounds with permission**, without depriving the opportunities to our students. An inventory and a logbook are maintained for the upkeep of sports items.

Gymnasium: Loyola has a well-equipped gymnasium with a qualified trainer for its running and upkeep. It is used mainly by the students and staff, and is also made available to the neighbourhood people at a nominal charge.

Auditorium: LCSS has an auditorium (Sutter Hall) designed by the legendary Sir Laurie Baker that is proudly maintained as a heritage monument. It is visited by students of architecture from all over the country and abroad.

Green support: Rainwater channels are maintained inside the campus for harvesting and recharging the water resources on the campus. The **lush green campus** has many open spaces that always become the hotspot of many activities – intellectual and physical. It includes an open auditorium and benches in the open space, which are well maintained. To reduce carbon emissions, we do not permit the burning of dry leaves and other biodegradable or non-biodegradable waste on campus. We also encourage **bicycles** for local conveyance to reduce our carbon footprint. **Beehive** is a recent initiative by the students and faculty to nurture sustainability. Properties used for various cultural celebrations like Christmas and Onam are stored for later use.

Solar Energy: A 5 KV solar panel was established in 2015, with UPS for off-grid power support for the entire college building. In January 2020, a solar grid project was set up in collaboration with KSEB. The power thus generated is sold to KSEB, and the amount earned is adjusted in the electricity bill of the College. Two new inverters of 5 KV and 3 KV were added in November 2019.

These practices help foster a sense of ownership and responsibility in everyone on the campus.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

IAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 58.72

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 93 | 77 | 89 | 99 | 107 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 12.93

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14 | 13 | 31 | 31 | 10 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | View Document |

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 86.67

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 206 | 167 | 59 | 142 | 140 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 47.72

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 35 | 30 | 30 | 40 | 38 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

| | |
|--|-------------------------------|
| 5.2.2.1 Number of outgoing student progression to higher education during last five years | |
| File Description | Document |
| Details of student progression to higher education (Data Template) | View Document |

| |
|--|
| 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.) |
| Response: 48.91 |

| | | | | |
|--|---------|---------|---------|---------|
| 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 18 | 22 | 13 | 4 | 2 |

| | | | | |
|--|---------|---------|---------|---------|
| 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 26 | 31 | 22 | 14 | 12 |

| | |
|---|-------------------------------|
| File Description | Document |
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

| |
|---|
| 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years. |
| Response: 5 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2 | 0 | 0 | 2 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Students are well-represented at various levels and platforms at LCSS. For administration, we find students engaging in bodies such as **College Union, IQAC Student Charter** and **Statutory-bodies**. Similarly, there are various **co-curricular and extracurricular activities**—(1) *Student Associations*: LASIE, SALT, LACS, LADS and LAMPS (2) *Celebrations*: Onam, Christmas, New Year Prayer Service, Patron's Day (3) *Union Activities*: Arts, Sports, College Day and Planning Forum (4) *Institutional Responsibility Initiatives (ISR)*: Surveys, Medical Camps for communities and 'guest workers', and Disaster Relief—allowing student participation.

The College Union:

- Elected in a **democratic manner**, abiding by the rules and regulations laid down by the University of Kerala
- Acts as one of the most important platforms in administration through **visualising, planning and engaging** of union activities that spill into the extracurricular domains

The union comprises of the following members:

1. Chairperson
2. Vice Chairperson
3. General Secretary

4. University Union Councillor
5. Arts Club Secretary
6. Magazine Editor
7. Sports Club Secretary
8. Social Work Secretary
9. Women's Cell Coordinator
10. SC/ST Representative
11. 1st Year Representative
12. 2nd Year Representative
13. Planning Forum Secretary
14. Ladies' Representative

IQAC Student Charter:

The **IQAC Student Charter** is a body consisting of student leaders—class leaders, student-club leaders, student association leaders, College Union leaders, NSS and Women's Cell leaders. The Charter provides:

- Feedback to the IQAC for quality enhancement of college systems and processes through **student partnership**
- LCSS takes special care in promoting **student representation** in the **statutory and non-statutory bodies**
- Platform for smooth **organisation** of **co-curricular and extracurricular** activities, especially cultural celebration

Student Associations—LASIE (Sociology), SALT (Social Work), LACS (Counselling Psychology), LADS (Disaster Management) and LAMPS (HRM)— are all vibrant and coordinated by the students of the respective departments. These associations are linked to professional bodies, augmenting professional development.

Students involve independently in Institutional Social Responsibility (**ISR**) oriented activities, ranging from community surveys, action research, public campaigns, medical camps to disaster relief, in response to the invitation from various civil society organisations like *Pradham*, ESAF, MHAT, *Jagori*, C5, *Kudumbasree*, and WCD. They take up the responsibility in consultation with the teachers, and render services with finesse.

Most of the students get involved in co-curricular and extracurricular affairs and the College ensures that everything is done with a **well-thought-plan** and a **clear objectives**, and executed effectively. This process derives its strength from the adoption of the **PIMER** approach based on the **ECE Paradigm**.

Consequently, students are at the centre of Planning, Implementation, Monitoring, Evaluation and Redesigning, making it easier to achieve the ultimate goal—promotion of **leadership qualities and organisational acumen**. Given the number of active clubs and other students' bodies, the campus is lively most of the time, and especially abuzz on special occasions like Sports Week and Annual Sports Day, Arts Day, and celebrations of Onam, and Christmas.

All the above are indicative of how students' representation and engagement in various administrative, co-curricular and extracurricular activities are central to what happens at Loyola, whether it be supporting institutional processes or organising co-curricular or extracurricular activities.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 10

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Loyola has active and ever-willing alumni as **mentors** to the new students, **facilitators** in classrooms, and **trainers** to fresh graduates on the lookout for placement. Many alumni assist in various bodies like the

advisory committee and syllabus revision committee and also extend their help in mobilising financial resources.

Alumni Association

Loyola has a **vibrant, systematically functioning** Alumni Association:

- We have **3244** members
- **January 26** every year is observed as the **Alumni Day**
- The **General Body** meeting is convened **annually**. During the meeting, the Alumni Secretary presents the annual report, listing all collaborative activities organised with the alumni over the year, and the Treasurer presents the annual accounts
- As a practice we **honour** the Silver and Golden **Jubilee batches** on the Alumni Day
- The Association publishes *The Loyolite*, an annual newsletter
- Various awards have been instituted to **honour** the alumni for **outstanding contributions**
- The alumni collaborate in various development initiatives—financial, infrastructure as well as student support

Financial Support

The various forms of financial contributions from the Alumni include:

- Scholarships
- Freeships
- Relief and welfare funds
- Infrastructure funds

The alumni continue to institute **scholarships and endowments** towards student support. Besides, they also contribute generously to **relief collections and welfare funds** initiated by the College during **social exigencies**. Whenever the College planned infrastructural development, our alumni have contributed generously.

Student support:

The various student support programmes involving active alumni participation include:

- Induction Programme
- Meet the Alumni series
- Mentoring
- Alumni Orientation
- Experience sharing sessions
- Internship
- Training
- Placement
- Extension

The alumni join the Induction Programme to share their life stories and experiences at Loyola. Prominent alumni visit the campus as part of the “**Meet the Alumni**” series to share their success stories as well as

career trajectory. The alumni mentor our students; the Personnel Management Department runs an **HR-Bud** programme, while the Social Work Department engages in **research accompaniment**. In fact, all departments enlist the services of appropriate alumni as **resource persons** in training programmes, syllabus-revision, workshops/seminars, symposia, and conferences. The **alumni host students for training** in their organisations, facilitate placements, and even **invite the college to collaborate on extension activities** of their respective organisations.

Services to the Alumni

Loyola cherishes its alumni and offers various facilities as given below:

- Alumni receive **preferential treatment** in making use of the **library** facilities and **LES accommodation**
- We encourage **batch get-togethers** on the campus
- Loyola offers personal and financial **support** to the alumni in case of **exigencies**
- **Consultancy and advisory support** are also provided to the alumni

In short, Loyola perceives the Campus and its ambience as a space for the alumni, and always welcomes the alumni back to their *alma mater*.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

| File Description | Document |
|-------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The vision and mission of the institution permeate its entire governance process. They animate all our engagements—curriculum design and transaction, knowledge dissemination, research, extension, infrastructure development, student support initiatives, and formulation of the strategic and perspective plans—inculcating values promoting best practices.

Our goal statements:

Vision: Fostering excellence in thinking, commitment, and engagement for holistic transformation.

Fostering Excellence

Fostering excellence (*magis*) implies the ceaseless striving to be better than the best. It implies the emergent process that motivates all the stakeholders to achieve superior performance with active and continuous involvement in reforming the institutional practices and procedures.

Thinking

Thinking involves discernment, enabling all the significant actors to acquire a deeper and richer understanding of reality.

Commitment

Commitment starts with a decision driven by a purpose. The decision is to constantly reform the very system itself in order to transform all the primary stakeholders.

Engagement

We conceive of engagement as a primary tool for experiential learning that promotes self-directed behaviour and personal transformation.

Holistic transformation

The vision statement articulates the institutional process of continuously reforming itself to facilitate the holistic transformation of our primary stakeholders. Loyola has an agile structure that enables a highly participative and decentralised mode of operations to achieve this at the individual, institutional, and societal levels.

Mission: Engaged competence enhancement for grooming globally competent, socially sensitive, ecologically responsive, ethically rooted thought leaders and agents of change.

- As the mission statement unravels, the primary strategy of the institution is engagement for enhancing the competencies of its primary stakeholders—students, teachers, and the community. This helps them to develop an ontological, epistemological, and axiological perspective
- Development of the **Engaged Competence Enhancement (ECE) paradigm** from the earlier framework of Engaged Knowledge Building (EKB) reflects the constructive response of the institution to the changes in the internal and external environment

Core Values

Loyola's **unwavering allegiance to a robust value system** guides and drives all its stakeholders towards achieving **its vision of holistic transformation**. While it is **inclined to the use of technology in educational delivery** in tune with the spiralling developments at the global level, it also articulates **the need for nurturing spiritual quotient** in its stakeholders. We take utmost care in **promptly networking with agencies and the community** to ensure an innovative platform that animates its **quest for excellence in lifelong learning**.

- Quest for excellence in learning and life (magis)
- Responsible citizenship behaviour (Service and Sustainability)
- Promoting technology and innovation (Innovation)
- Nurturing spiritual quotient (Faith)
- Inculcating robust value system (Inclusiveness and Integrity)

With the active involvement of the IQAC, the institution's leadership ensures that it has **well-defined policy statements and perspective plans** to fulfil the professed vision and mission. They are subjected to **periodic review and modification**. The leadership facilitates **regular planning and review meetings of the various bodies**: management committee, advisory committee, faculty, students and other stakeholders.

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

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

LCSS has a **highly participatory and decentralised governance mechanism**. The institution always maintains a **collaborative value** in everything that it does. One of the activities that reflects this dimension is the development of **Loyola Model of Outcome Assessment**.

Loyola took initiative to **integrate outcome assessment in our curriculum delivery**. To facilitate this,

College constituted a **core team, comprised of faculty members from different departments**, to prepare a blueprint and present the same to the Academic Council.

The College organised several **capacity building sessions** to facilitate the internalisation of the OBE framework. This was followed by comprehensive deliberations for finalising **the POs, PSOs and COs** in tune with our goal statements at various levels— faculty, department, and the College. To establish proper coordination and owning up of the entire framework, we adopted a **forward and backward integration logic**. This helped to ensure the **CO-PSO-PO linkage** through an appropriate alignment of **inputs from the faculty, departments, and the College**. At the implementation stage, we realised that the present framework captured only the **summative assessment** of the academic component. So, LCSS decided to revisit the framework.

The highlight of this process was the **involvement of all our faculty members** at various stages. After many rounds of deliberations, we decided to **integrate the formative and summative assessment** of the academic dimensions, mapping the **co-curricular and extracurricular engagements** and the resulting changes in the students' competence level. The ensuing efforts led to the development of a more comprehensive and customised Loyola model of outcome assessment.

There have been several critical steps in the above endeavour. One of them was **reframing of the Programme Outcomes (POs)**, reflecting the experiential engagements of the students.

The POs are:

1. Global Competence
2. Responsible Citizenship Behaviour
3. Lifelong Learning
4. Sustainability Consciousness
5. Ethical Orientation

Subsequently, the departments **reframed the PSOs and COs in congruence with the POs**, appropriately incorporating the five preferential engagement domains, namely PERCS, identified under the **Engaged Competence Enhancement (ECE) paradigm**. The domains are :

- Programme Management
- Employability
- Research
- Community Engagement
- Sustainability

Following this, each dimension was assigned to a team, headed by the HoDs. The next task was to identify activities in the college that come under these competence domains.

After identifying activities under each domain, the team went on to create planning and assessment frameworks for each of the core domains. This helped us to expand the framework, integrating the three formative components of competence—**Knowledge, Skills, and Values (KSV)**. Incorporating the inputs from all our stakeholders, the core group developed a **macro enabled Excel template** to map the students' performance. Currently, we are in the process of developing a software to facilitate this assessment process.

Though not yet completed, the institution's efforts to develop a holistic framework to map the competence enhancement of its students resulting from their engagements has attained commendable progress.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Induction Programme is one of the strategic activities we have devised to infuse into the new entrants a sense of pride in **Loyola's legacy** and thereby create a shared vision among them and also to help them to **internalize the institutional processes and systems**. The latest strategic plan, which emerged during the **reversioning exercise in 2018**, had acknowledged the importance of induction, and IQAC reiterated it by widening its coverage and extending its duration from three to five days.

The entire programme aims at communicating the vision, mission and core values of the college in the broader philosophical context of **Integral Pedagogical Paradigm (IPP)**, which is operationalised at the College as Engaged Competence Enhancement (ECE) paradigm. Hence, the induction begins with introducing this philosophy and its operationalisation through the five preferential areas: **Programme management, Employability, Research, Community engagement, and Sustainability (PERCS)**.

The induction, thus, becomes the **first activity based on the ECE paradigm** through which students **practise learning by doing**. The entire student participants are **divided into functional groups** that are tasked with managing the different segments of the programme. Loyola's customised programme management philosophy of **Planning, Implementation, Monitoring, Evaluation and Re-designing (PIMER)** is introduced at this stage to make this process more participatory and effective. Since the **functional responsibilities are rotational**, each student gets the opportunity to handle all roles within five days.

Introduction of OBE to the freshers is a key segment of induction, and it is intended to give them upfront a clear idea of the curricular, co-curricular, and extracurricular engagements in general and the teaching-learning and evaluation process in particular. **Programme Outcomes (POs)** of the college are introduced to the new batch and an **Entry-level Assessment Tool (EAT)** is administered to initiate the cycle of outcome

assessment.

The other major segments in the induction programme are:

1. Group dynamics, public speaking, and sessions on self-awareness all of which are aimed at personality development
2. Familiarization with various students clubs and certificate programmes on offer
3. Introductory sessions on value education, NSS, mentoring, environment management, student counselling, orientation to the statutory and non statutory bodies, grievance redress mechanisms, office systems, orientation to the library, Moodle, LES, and IQAC

A unique feature of the induction at Loyola is that it is a **meticulously planned and systematically organised programme** involving not only the entire Loyola fraternity consisting of **staff, students, parents and the alumni**, but also **collaborative agencies** from the outside. Consequently, the freshers get an insight into the institutional process and its philosophy, and the systemic practice of **Integrated Stakeholder Management (ISM)**. The programme concludes with a **creative team presentation** by the freshers which often turns out to be **reflective of the outcomes of their highly fruitful five-day-long initiation**.

| File Description | Document |
|--|-------------------------------|
| strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

The organogram of LCSS is a visual representation of the quintessential administrative set-up that is **rooted in its professed vision and mission** and built on the **principle of collective responsibility** coupled with **operational autonomy** of the constituent components, and specifically designed to achieve the projected **Programme Outcomes (POs)** of the College.

The **rectangles** on the organogram depict the **structural hierarchy** and the **circles** represent the **functional engagements**. As Loyola envisages enhancing students' competence through the engagement of all its stakeholders and **promoting leadership** at various levels, the present organogram highlights the

functional contribution of its diverse stakeholders towards the attainment of this goal. Therefore, it adopts a **hybrid model** precisely because only a model of this kind can reflect our uniqueness. It becomes a **catalyst for self-reflection** and strengthens our pursuit of excellence.

We follow a **three-tier system** comprising the **management, intermediary bodies** and the **functional systems** that facilitate active student engagements. The Principal ensures timely communication with the **top management** comprising the Governing Body, Jesuit Higher Education Council (JHEC), Advisory Council and Managing Committee. The management maintains an open-door policy for constant interaction with all its stakeholders.

The intermediary bodies—College Council, Academic Council, Staff Council, Department Council, IQAC, LES, Statutory and Non-Statutory Bodies—act as facilitators to ensure the efficient functioning of the institution. The Principal gets adequate support from the **College Council**, which facilitates the planning and evaluation of the college activities. Further, the **Academic Council** deliberates all academic activities. HoDs hold department meetings monthly and report to the Principal.

The third tier of the organogram represents **the functional aspects manifested through various student-centric platforms** like **inter-department teams, students' union, students' associations and students' support programmes**. Loyola ensures the optimal functioning of all these by getting the **alumni, the PTA, and other collaborative agencies** involved in them. The various committees comprising faculty members from various departments and the student bodies coordinate all the **co-curricular and extracurricular activities** in consultation with the Principal. The **HoDs lead the faculty teams** to implement the five preferential areas of ECE. They collaborate with the teaching and non-teaching staff, and the students to create an engaged and dynamic environment. We also facilitate students' engagement in various statutory and non-statutory bodies. **IQAC, LES, and the library** effectively augment this integration of multiple bodies.

The Principal meets the staff council, class representatives, the research scholars, and supervising teachers twice a year. The meeting with the **administrative staff happens quarterly**. An **annual evaluation meeting** at the end of every academic year, reviews the previous year's activities and plans for the next academic year.

We also **adhere to all government norms** in the appointment of teaching and non-teaching staff. Loyola has a **review mechanism at various levels to confirm** that all its activities are in tune with its policies, vision, mission, and core values. Our well-conceived organogram encapsulates all the above.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

True to the spirit of the Loyola Policy Manual, which suggests **progressive welfare plans** under its **Human Resource Policy**, the College offers several welfare schemes for its teaching and non-teaching staff. They are:

- **Advance salary:** The college advances salary to staff members (26.45 lakhs), especially when there is a governmental delay in disbursing salary. When guest faculty members face procedural delay in getting their salaries, the management advances
- **Short term interest-free loans:** Loans are provided to the staff on request (23.82 lakhs), when they need them for the marriage of their wards, construction of house, medical treatment, loan repayment, and educational purpose
 - **Festival allowances and gifts:** Festival allowances and festival gifts are provided to non-teaching temporary staff
- **Gratuity and emergency help:** When the staff or their relatives face eventualities like disease or death, the college makes generous contributions to family (7.5 lakhs)
- **Study leave provisions:** Teaching staff can avail leave for completing studies, especially PhD and duty leave is sanctioned for attending training or workshops
 - **Special leave provisions:** Special leave is sanctioned for those awarded fellowships by government agencies and for short term assignments abroad
- **Staff accommodation:** Free accommodation facility is offered to those who want to stay on the campus
- **Counselling services:** Free counselling services are made available to all staff members

- **Financial support for staff on special occasions:** The college offers financial assistance/gifts when any staff member gets married, builds/ buys a new house, or for the education of their wards
- **Staff development programmes:** The college organises regular staff development programmes for academic and professional enrichment
- **Health and fitness:** The staff are encouraged to use the sports and gymnasium facilities on the campus
- **Individual cabin & bookshelves:** All the faculty members are provided with adequate cabin space and bookshelves
- **Staff picnic with family members:** Every year, the institution organises an annual picnic that brings together all the teaching and non-teaching staff and the members of their families
- **Periodic staff get-together:** Several staff get-togethers with food are arranged on the campus

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 9.87

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 2 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 8 | 1 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 17.83**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 3 | 1 | 4 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

The College has **performance appraisal system** for its teaching and non-teaching staff. IQAC strengthened this further by **introducing a feedback summary sheet** for the former and extending the appraisal system to the latter.

Performance appraisal system for teaching staff: The performance appraisal has two facets for teaching staff.

(1) **Teacher performance** is assessed by the IQAC using UGC's PBAS form. Annually, data are collected from the teachers, and **a summary of PBAS is prepared** to provide appropriate feedback.

- **Principal gives feedback to the HoDs**, whereas the **HoDs give feedback to the teachers**. The detailed PBAS form is used for the career advancement of the teachers for the University assessment, as per the UGC norms

(2) **Teacher performance in teaching quality:** The students provide teacher feedback using a **Students' Teacher Evaluation Form (STEF)** every semester. The STEF is then analysed, and feedback is conveyed to the teachers. Teaching related feedback is also gathered through other institutional mechanisms such as **open houses, PTA meetings, and academic audits**. Open houses take place at the end of every semester through which the students share their experience, evaluation of teacher performance, and indicate their satisfaction level. **PTA meetings** are conducted at **two levels, department and college**, during which the parents update the teachers on their wards' assessment of the teaching-learning process. **Academic audits** are conducted twice every assessment period, **internally across departments and externally by experts**. The feedback from both is conveyed to the faculty members for their improvement.

The **STEF summary form**, prepared by IQAC, presents the cumulative performance of teachers **over three years**. The feedback received is codified, and the Principal hands this over to each faculty member, with due appreciation of his/her strengths and provides suggestions for further improvement.

The Manager also meets the faculty when required to motivate them for scaling up their performance. This process has helped the institution to reinforce its commitment to excellence.

Following are the major outcomes of the performance appraisal and review:

- Improvement in the performance of the teachers
- Enhanced motivation level and participation in the institutional process
- Sharper focus on the teaching-learning, research, and extension activities

Performance appraisal system for non-teaching staff: The non-teaching staff at Loyola include the staff of college office, library, and the Loyola Extension Services (LES). While taking feedback from non-teaching staff every year, their **performance and developmental needs are assessed**. Based on this, **specific training is provided** to address it. In addition, institutional and external training is also provided on topics of common relevance, like using Malayalam as administrative language and e-governance.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

LCSS has a **well-defined financial policy**, ensuring complete **transparency and accountability** in all its financial transactions and conducting regular audits. We maintain two kinds of accounts: **management accounts and the Principal's account**.

Internal and external audits are conducted for the management account. The account includes the following components: staff welfare, scholarships, men's and ladies' hostels, LES, ICT, transportation, maintenance, infrastructure, printing and stationery. For this account, the finance committee conducts a quarterly internal audit while the management committee conducts the annual internal audit. Above all, this account is audited annually by a qualified external agency.

The Principal's account is audited externally by the Office of the Principal Accountant General (AG's Office) and the Deputy Directorate of Collegiate Education (DDCE). The Principal's account includes the following components: receipts from state government, salaries of teaching and non-teaching staff, scholarships from SC Directorate and Fisheries Department, festival advances and programme expenses, receipts from University of Kerala, and funds from the UGC.

Three audits were conducted during the current assessment period—two by AG's Office (2016) and one by the DDCE (2017). Thereafter, no audit of the DDCE was carried out despite our request. Since it is at their discretion, the college has no choice to intervene. Two audit objections were received during the assessment period, and we have procedurally settled both of them.

Major Audit Objections

There has not been any major audit objection; on the contrary, the audit reports testify to the efficient financial management of the institution.

Recommendations and compliance

The AG's office noted that the expenditure on the CCTV equipment was inadmissible as per UGC norms and therefore had to be defrayed by the management. However, in 2018, the UGC accepted the Principal's explanation and settled the matter. Subsequently, in 2019, the AG's Office withdrew the objection.

Auditors from the AG's office pointed out that the institution has an accumulated sum of over one lakh rupees in the Personal Deposit (PD) account, which could be used for the developmental needs of the institution, with the concurrence of the DDCE, Kollam. In response to this recommendation the college has presented a proposal to DDCE for the effective utilisation of the accumulated resource (2018) and the decision is pending.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 77.09

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 63.59 | 1 | 1 | 7.47 | 4.03 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Annual statements of accounts | View Document |

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

Response:

Loyola's financial policy spells out our income trajectories, expenditure criteria and accountability structures broadly covering budgeting, mobilization and allocation of resources, and auditing. This ensures judicious use of resources and prompt development of state-of-the-art academic and infrastructural facilities.

The Finance Committee of the College is actively involved in the mobilisation and use of financial resources. The institution **has a regular annual planning system, budgeting and auditing** of its accounts. In this process, annual operational budgets with explicit knowledge of the available resources are prepared.

The college raises adequate financial resources from various sources:

- **Government Sources:** State and Central Government scholarships; grants from the University of Kerala; funds from the UGC for infrastructure and research projects, workshops and seminars; assistance from the ICSSR and other national and regional funding agencies for conducting research, seminars, workshops, and conferences
- **Loyola Extension Services:** LES raises funds by hosting training programmes and undertaking projects

- **Hostels:** Hostels get income from hostel fees and the interest accrued
- **Research projects:** In most funded research projects undertaken by the faculty, there is a provision for institutional overhead and the purchase of equipment and books
- **Contribution from other stakeholders:** The Staff contribute every month to poor student's funds. The PTA fund is raised annually. Alumni members contribute generously to infrastructure development and endowment scholarships for students. For instance, the *Giving Back* campaign initiated by the Alumni raised funds for the new administrative-cum-academic block and generated over **68 lakhs**
- **Kerala Jesuit Society:** The college receives periodic financial support from Kerala Jesuit Society. For instance, we received **nearly 600 lakhs** for the construction of the new block

Optimum utilisation of funds: All the income is used for maintenance and upgradation of college infrastructure and facilities and the payment of salaries to management staff. The corpus fund received from research projects is used to upgrade IT and library resources.

One of the challenges we face in receiving funds is the existing stipulations of RUSA. The RUSA funding is given to affiliated colleges under two categories: 1) autonomous colleges and 2) colleges with NAAC scores between 3.26 and 3.5 as challenge fund. Although we have a score of 3.72 in the third cycle, since autonomy status is not granted, **we are denied both of these for no fault of ours.**

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Loyola's IQAC, which has been acclaimed by every NAAC team that visited the institution, has played a key role in initiating and institutionalising many good practices. Two of them are given below:

Integrated Stakeholder Management

True to its goals, Loyola maintains an agile and flexible structure to **foster constant collaboration** with, not only its primary stakeholders like students, parents, alumni and the community, but also with other secondary agencies.

PTA meetings are occasions when we listen to the aspirations and apprehensions of the parents and follow them up with appropriate actions. Likewise, the institution enlists the service of its active and ever-willing alumni as mentors to the freshers, facilitators in classrooms, and trainers of fresh graduates on the lookout for placement. Many alumni assist various bodies like the advisory committee and syllabus revision committee and also extend their help in **mobilising financial resources**. The College also engages various **other collaborators** like **industries, non-profit organisations, governmental agencies, professional**

bodies, and local self-governance institutions for grooming talents and for offering them practical training. IQAC coordinates all these by remaining ever diligent in its networking and analysis of feedback.

Sustainability Initiatives

LCSS has a comprehensive environmental policy that encompasses the **Environment Protection Code of Conduct, Energy and Water Conservation Code, Rules of Waste Segregation**, and training for ensuring sustainability. These policies are governed by the goal of sustainable development and the Jesuit principle of '**Care for our Common Home**' as enunciated in the Superior General's promulgation 'Universal Apostolic Preferences of the Society of Jesus, 2019-2029'. IQAC makes every effort to promote **sustainability consciousness** among our students and adopted it as **one of our POs** and sustainability as a thrust area.

Sustainability has evolved as one of the **five preferential engagement areas** at the functional level. Based on the **ECE paradigm**, the entire student community is divided into four teams: **clean campus, green campus, campus biodiversity, and plastic-free campus** to implement the diverse set of activities related to this. **Student's roles interchange on a rotation basis** among these teams. Alternatively, one of these groups takes active leadership in organizing the weekly environment management programme.

LCSS provides periodic input sessions on **environmental awareness, organises interactions with environment activists, visit to the Energy Management Centre, promotes 'one-plant for one student'** initiative. We also commemorate various environment-related days and organise community awareness campaigns like flashmobs, street plays, and 'one plant for one shop'. We also conduct **environment audits—energy, green, water and biodiversity** (led by students). **Bhoomithra Sena**, funded by the department of environment and climate change of the Govt. of Kerala and **Beehive**, are two initiatives that evolved as offshoots of the engagements of students and teachers. Labelling of trees, waste management, plastic-free campaigns, use of steel tumblers and plates in the canteen, segregation of waste at source, rainwater management for groundwater recharge, *Smritivanam*, solar energy, use of bicycles, and organic farming are the other highlights of sustainable initiatives on the campus.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Two of the most significant institutionalised practices after the third cycle of accreditation, initiated by IQAC are: (1) Implementation of **OBE as a teaching and assessment framework**, and (2) Engaged Competence Enhancement (**ECE**) as **a learning enhancement paradigm**. The highlight of these two initiatives is that they complement each other and enrich Loyola's student-centric learning philosophy.

OBE:

Loyola institutionalised OBE in 2019 for the effective delivery of the curriculum. As soon as the UGC proposed the introduction of OBE, Loyola took steps to absorb it into our curriculum more effectively. IQAC organised several training programmes to equip the faculty with this framework, integrating expert inputs. We took the utmost care to ensure that the POs are congruous with our vision and legacy. The POs are:

- Global Competence
- Responsible Citizenship Behaviour
- Lifelong Learning
- Sustainability Consciousness
- Ethical Orientation

There are systemic interactions among faculty members, departments and the College in the entire process of OBE. **POs and PSOs are introduced** to the students during the **induction programme** itself. At the beginning of the semester, **each faculty member in charge** of the course introduces the Course Outcomes (COs) to the students and explains the mode of delivery and assessment. Students are informed about the mapping of COs with PSOs and POs. With the concerted effort of the entire faculty, under the leadership of IQAC core team, the institution developed a macro enabled Excel template to assess the students' academic performance and the feedback thereon.

Scrutiny of the existing OBE framework revealed that it only maps students' academic performance. Moreover, it followed the summative assessment framework using the PO-PSO-CO mapping logic. We observed that mapping only the summative assessments does not reflect the Loyola graduates' outcome achievements. Therefore, we decided to **integrate the data of the formative and summative assessments to make them more comprehensive**. We have also started issuing a **student assessment sheet** that maps the co-curricular and extracurricular engagements and the resulting changes in their competence level. **OBE at Loyola is a fully customised framework evolved internally**.

The entire process is strengthened by incremental improvements in the feedback mechanism and the performance appraisal system under the IQAC initiative. This feedback is an effective tool for continuous improvement in the OBE implementation. For the teachers, IQAC introduced a customised PBAS form of the UGC and created a PBAS summary form to supplement the process of institutional feedback on their performance. Another qualitative improvement to this was modifying the Students' Teacher Evaluation Form (STEF) into a summary form, reflecting the teacher performance across three years, making the feedback process more comprehensive and therefore conducive to improvement in the teaching-learning process. The internal and external academic audits, and the periodic open houses at the end of every semester also strengthened our efforts in this direction. All these helped the institution to make OBE and the entire teaching-learning process more meaningful and effective.

Our efforts to develop a holistic framework to map the competencies of students have attained commendable progress. We consider this as a typical Loyola Model of Outcome Assessment.

Engaged Competence Enhancement (ECE)

The second strategic stride of LCSS, initiated by IQAC, is the **revision of the goal statements and sprucing up of the organogram** to move forward from the existing Engaged Knowledge Building (EKB) framework to the Engaged Competence Enhancement (ECE) paradigm. It has evolved as the philosophical foundation, encompassing all our activities, making Loyola's student-centric engagements distinct. It integrates our **pedagogical and programmatic engagements** and this helps us encompass pedagogy and practice by integrating them into a holistic paradigm. The ECE paradigm thus made the College organically integrated.

ECE ensures experiential learning by emphasising the different components of competence such as Knowledge, Skills, and Values (KSVs). The five preferential areas of **Programme Management, Employability, Research, Community Engagement, and Sustainability (PERCS)** anchor our activities by adequately integrating the relevant KSVs. After thorough deliberations under the leadership of IQAC, we selected these preferential engagement domains and adopted them to complement the summative academic assessment data for PO mapping. We achieve this by applying the 'learning by doing' strategy and the PIMER approach.

Programme Management: We adopted programme management as one of ECE paradigm's preferential domains, to impart 21st-century competencies among our students. IQAC modified the existing programme management framework, **PIME to PIMER**, for making it a tool for redesigning our processes and executing programmes effectively.

Employability: Loyola emphasises the enhancement of competencies for employability. IQAC facilitated enhancing them through identifying and aligning COs to the PSOs and POs in tune with the vision and mission. It also coordinates all the related co-curricular and extra-curricular activities—**career enhancement, student clubs, innovation, and entrepreneurship**—to complement this process.

Research: We identified research as another preferential domain because of its importance in both academic and career development. **Loyola Research Collective (LRC)**, an engagement platform, fosters **scientific temper and research culture** among our students and faculty. We regularly conduct workshops and other complementary input sessions on this platform. Thus, it ensures the value of **learning and growing together**.

Community Engagement: True to Loyola's tradition, we adopted community engagement as a domain in ECE paradigm. **An outreach orientation** is central to all our curricular, co-curricular and extra-curricular programmes. To ensure this, LCSS has entered into **collaborative agreements** with several external agencies like **Bluepoint Org, EY, MHAT, Pallium India, Pozhiyoor Grama Panchayat, and District Administration of Pathanamthitta** and organised a variety of programmes for active community interventions.

Sustainability: Activities that promote sustainability are integral to the ECE paradigm. The major initiatives include, environmental awareness programmes, plastic-free campaigns, 'one-plant one student' project, **weekly environment management and biodiversity programme**, environment audits, and the commemoration of days related to environment. Loyola also has a practice of protecting and sustaining **beehives** on the campus, taken care of by the students and teachers.

ECE aims at providing meaningful and accountable education to our students. To make the ECE

implementation more comprehensive and effective, we are in the process of developing a more rigorous, upgraded and efficient system of assessment and feedback.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - 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 last five years.

Response:

Loyola firmly endorses the principle of gender equity in all our systemic processes enveloping the curricular and extracurricular transactions. Our students come from diverse socio-cultural backgrounds, and we take conscious efforts to engage them on the issues of gender sensitivity and gender equity.

*The college has a **Gender Policy** that subscribes to the fifth goal of the UN's SDGs to ensure gender equity.*

Representation and Participation of Women:

- On average, **females constitute 75 per cent** of our student community.
- Three of the five HoDs, the staff coordinators of IQAC, NSS, Women's Cell and the Alumni Association are women
- In general women representatives outnumber men in the college union
- The principle of gender inclusivity is evident even in the **seating arrangement in the class where men and women sit mixedly**

Institutional Measures

- LCSS has established an **Internal Complaints Committee** to address grievances related to sexual harassment on campus
- The campus offers the services of a full-time lady counsellor who provides **gender inclusive psycho-social support to all students**
- Students are encouraged to engage with gender discourses as a part of fulfillment of curricular requirements and gender is a prominent theme in student dissertations and faculty research
- In the past five years, **18 per cent of PG dissertations, five PhD theses and four funded research projects** undertaken by the faculty focused on the **theme of gender**
- The Women's Cell of the College has conducted a wide array of gender sensitisation programmes
- A total of **28 gender-related events** were organised during the last five years

Notable programmes:

- The College sent selected students to participate in seminars and conferences on gender issues organised outside the College. In 2021, five students represented Loyola at the **International Conference on Gender Equality**, hosted by Gender Park, Kerala State Women Development Corporation
- In 2019, the Women's cell arranged a talk on '**Menstruation: Breaking stigmas and taboos**' by Mr Arjun Unnikrishnan, the Red Cycle Organization
- In 2019, we organised an interaction between the LGBTQI+ community and students, titled '**Coming Out-Celebrating Diversity**'

- In 2019, we arranged an **exposure visit to the Kani tribal community and interaction** with **Padmasree Lakshmikutty Amma** to understand the role of women in **indigenous medicine**

Gender equity in sports and physical fitness

- In 2021, the College constituted an **all-women Roller Netball team** and facilitated special coaching with the help of an instructor
- In 2021, we organized a special function to felicitate Ms Joshni Jose, an MSW student, who had won the District Arm Wrestling championship
- College has a **unisex health and fitness centre**

Student led initiatives

- Student groups **display newspaper clippings, photos, etc.** to sensitise students on violence against women
- Sociology students bring out a **weekly manuscript magazine** with the accent on gender equity
- **Street theatre workshops** are provided for students, and they organise street plays on themes related to gender

All these show that LCSS not only professes gender equity but practises it too.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Any other relevant information | View Document |

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

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

Response:

The College has a comprehensive environmental policy guided by the UN's Sustainable Development Goals (SDGs) and the Jesuit principle of "Care for our Common Home". Loyola's approach to waste management is an integral part of its efforts at promoting **sustainability** and **responsible citizenship**. **Sustainability** is one of the five **preferential domains** of the ECE paradigm, and **Sustainability Consciousness** is one of the **POs**.

Solid Waste Management

- The waste management policy of Loyola is anchored in the principles of reuse, reduce, and recycle
- A standard operating procedure guides waste management
- Training programmes to enhance awareness on waste management are regularly organized
- Waste segregation is practised diligently, **collecting solid waste in coloured bins** (green for organic or biodegradable, yellow for plastics or non-biodegradable, and blue for paper)
- Metal wires are attached to bins to enable the pinning of disposable aluminium foils
- Ladies' toilets are equipped with sanitary-napkin vending machines and napkin-disposal-bins. The bins are cleared regularly and the non-degradable waste is burnt in an electrical incinerator

We follow the 'reduce' principle wherever possible.

- Decoration materials used for various cultural celebrations on the campus like Christmas and Onam are stored for later use
- Efforts are made to reduce the use of disposable plates and cups by using steel plates and tumblers
- **Free ink** is provided in an open corner in the College to **promote the use of ink pens instead of disposable ball pens**

Liquid Waste Management

- The liquid waste generated from the canteen and washrooms is channelled into scientifically built underground tanks

Waste Recycling

- Food waste generated in the College canteen is efficiently managed through a **Deenbandhu Model Biogas plant**. The biogas generated is used for cooking, and the slurry is used as manure
- Extreme care is taken to prevent food wastage by seeing to cooking in optimal quantities

E- waste Management

- N-computing system has been introduced on the campus which connects multiple computer monitors to a single CPU, reducing energy and material consumption as well as generation of e-waste
- E-waste is carefully segregated and recycled
- A recycle rack is made available for metal/electronic waste (including dysfunctional computer peripherals and electrical equipment) on the campus
- Discarded peripherals purchased under UGC-funded projects are stored as per guidelines
- Expired electronic items are handed over for recycling

Hazardous Waste

- Loyola does not have programmes requiring chemical laboratories or hazardous radioactive materials

Reducing Carbon Emissions

- Burning of dry leaves and other biodegradable or non-biodegradable waste is forbidden on the campus
- We also encourage bicycles for local conveyance to reduce our carbon footprint

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles

3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Response: A. Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Any other relevant documents | View Document |
| Link for any other relevant information | View Document |

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

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

Response:

True to the spirit of the *fourth* goal of the UN's 2030 SDGs, Loyola has striven to provide inclusive and equitable quality education and promote lifelong learning opportunities. Inclusion is one of the core values upheld by the College and incorporated in all its activities and processes. The preferential option for the **marginalised** is an integral part of the institution's policy. The POs of the College, namely responsible citizenship behaviour and global competence, directly correspond to this commitment.

Education at Loyola is inclusive of:

- Marginalised communities
- Multilingual and multicultural students, teachers and non-teaching staff
- Religion and caste
- All genders, including the LGBTQI+ community

Inclusion of the Marginalized

- Nearly **20 per cent of the students are from the scheduled categories**
- **SC, ST, and OBC** categories together constitute **54.69 per cent** students
- The College makes **repeated advertisements** in newspapers to facilitate the increased enrolment of SC/ST students
- Proactive steps are taken to **admit SEBC and OBC communities** if the students from the SC/ST category do not turn up even after the repeated advertisements
- Statutory committees stipulated by the government are set up and are effectively functioning
- A **fund for economically deserving students** is generated through staff contributions every month
- The College provides **scholarships and subsidised hostel fees** to students from vulnerable socio-economic backgrounds. This includes students from the **traditional fisherfolk and tribal communities**

Respect for Socioeconomic and Regional Diversity

- The college has a good mix of staff and students from **diverse socioeconomic backgrounds**
- Our student community comprises students from all over the State

Appreciating Gender Diversity

- The College is committed to the constitutional mandate of equality and equal opportunities
- **Females constitute 75 per cent of our student community** on average
- The Gender Policy envisions Loyola as an institution where **all genders** flourish with **dignity, safety, mutual respect, harmony and social justice**
- An **enabling environment** to all genders to achieve their full potential
- Conduct of **awareness campaigns for the inclusion of LGBTQI+**

Catering to the Special Needs of the Disabled

- Provision of **separate restroom facilities for the disabled**
- For the **visually challenged** students, we collaboratively established *Bookshare* resources to enable access to electronic books with the support of a screen reader software, namely NVDA

Promoting Multilingualism and Multiculturalism

- Students come from diverse cultural and religious backgrounds
- We offer specific courses on inclusiveness, gender, and culture to promote insights into the tradition of **multiculturalism** and **religious harmony** among students
- Major programmes begin with an **inter-religious prayer service** synthesising the values of all
- We have switched over to **Malayalam as the administrative language**
- We **facilitate bilingual classroom sessions** integrating the vernacular language

Sensitivity to Social and Economic Diversities

- All PG students participate in the annual week-long '**Rural Live-in NSS Camp**' that exposes them to ground realities
- Students **regularly present street plays** on themes related to gender, child rights, environment, and emerging social issues
- **To offer succour to migrant workers**, Loyola has organised medical camps and functioned as transit station for migrants during the pandemic
- Conducted national/state level seminars and research on issues pertinent to migrant workers

| File Description | Document |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Link for any other relevant information | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Teaching-learning and extension activities at Loyola instil democratic values in our students and staff.

Responsible citizenship behaviour is one of the POs of the College and we strive to integrate the constitutional values of equality, unity, justice, and tolerance into our institutional processes.

- Students and staff **experience values of responsibility, accountability, and altruism** through curricular, co-curricular, and extracurricular engagements
- **Field engagements with marginalised communities** enable students to reflect upon **constitutional obligations**
- Many of our students choose **gender equity, environmental protection, sustainability, multiculturalism, and secular practices** as topics for their specialised study/research
- Conduct **special value education sessions** on professional ethics
- Our research programmes emphasise **research ethics**, and the College has an internally constituted ethical committee
- Engagements in **livelihood enhancement** of vulnerable communities directly reflect our commitment to nation-building values
- The NSS unit organises **community outreach programmes** to achieve the goals pertaining to national integrity
- All students participate in **the annual seven-day live-in camp** that is held in locales inhabited by socially and economically deprived communities such as the fisherfolk, tribals and the urban poor
- The **student clubs** like LITCOF and LET deliberate on socially relevant issues
- Poster exhibitions, film reviews, and literary criticism are also arranged to promote national integration and values such as harmony, common brotherhood, and sustainability

Notable engagements of the students and staff to imbibe Constitutional Values and obligations

- Active participation of students and staff in **flood relief programmes** in 2018 and 2019 at various locations across the State
- **Mobilisation and dispatch of flood relief materials** worth two lakhs to multiple locations, demonstrated the duty consciousness of the stakeholders as citizens of the nation
- **Trauma counselling campaign** for the Okhi cyclone-affected people initiated by a group of students
- Students and faculty actively participated as **Rapid Relief Team (RRT) volunteers** at various locations in Kerala during the pandemic
- Active involvement of students in **blood donation drives**
- **Street play campaigns to sensitise the public** on child rights, gender equity, social justice, and the environment
- To instil values of **environmental consciousness**, the College has started nurturing a **stingless beehive colony on the campus**
- LCSS solemnly commemorates all important days and takes pledges to sensitise the students and staff to the values of national integration and constitutional rights

| File Description | Document |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |
| Link for any other relevant information | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The College encourages students to organise programmes to observe important days declared by the National, UN and other agencies. Observation of these days helps students and staff to internalise values and concerns of universal and contemporary relevance. Important days observed in the College are related to national integration and patriotism, promotion of rights and human dignity, health and wellness, environmental conservation and sustainability, and religious and regional festivals.

- Observation of **important days and events marked in the College Calendar**
- Days related to **National Integration and Patriotism** include Independence Day, Republic Day, Constitution Day, National Integration Day, NSS Day, *Sadbhavana* Day, Teachers' Day, Youth Day and Gandhi Jayanthi
- Observation of days such as Child Rights Day, Human Rights Day, National Girl Child Day, and International Women's Day to promote **awareness of rights and values, equity and equality**
- Observation of days related to **health and wellness** include World Mental Health Day, World AIDS Day, Cancer Day, International Yoga Day and Alzheimer's Day
- Prominent international **days related to sustainability** that we commemorate are World Environment Day, World Population Day, Wetland Day and Earth Day
- **Religious festivals** such as **Christmas** and **Eid** are celebrated on the campus
- Major **regional celebrations** on the campus include **Kerala Piravi** and **Onam**
- **NSS volunteers** commemorate certain days like Child Rights Day, Blood Donation Day, World Environment Day and Women's Day by **conducting awareness campaigns in the neighbourhood**

The student associations of different departments organise various programmes to observe days connected to their discipline.

- The Department of Social Work observes **Social Work Day** every year
- **World Mental Health Day** is observed by the Counselling Psychology department
- The Disaster Management department commemorates days such as the **International Day for Disaster Risk Reduction**
- The Personnel Management department observes **Labour Day**
- Department of Sociology observes days like **National Girl Child and International Day for Older Persons**

We believe that the observation of such days has a formative influence on our students. Commemorations provide a powerful platform for students to develop **inclusive, patriotic, nationalistic, and responsible citizenship behaviour**. These are occasions for students to work together and realise the joy of collective work, and fortify the values of **fraternity and pluralism**.

| File Description | Document |
|---|-------------------------------|
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice-I

1. Title of the practice: PIMER Approach

2. Objectives of the practice

The overall goal of adopting the PIMER approach is to create an ecosystem that promotes experiential learning among students through engagements.

Specific Objectives

- To promote the essential skills in planning, implementation, evaluation, and redesigning of programmes
- To promote decentralisation and greater participation
- To develop skills in budgeting, accounting and documentation
- To ensure qualitative improvement in leadership, teamwork, and interpersonal skills
- To nurture the values of accountability and responsibility
- To promote self-efficacy, problem-solving skills, critical thinking and creativity

3. The context that required the initiation of the practice

Our educational process focuses on the competence enhancement of students. We aim at the holistic transformation of students guided by the Engaged Competence Enhancement (ECE) paradigm. The most distinctive characteristic of this paradigm is its adherence to experiential learning. POs of the College also reiterate our commitment to imparting 21st-century competencies. Therefore, we adopted programme management as one of this paradigm's preferential domains, strengthening and developing the existing PIME approach to PIMER. PIME stands for Planning, Implementation, Monitoring, and Evaluation. We have practised it consistently over the years, and it has generated overwhelmingly positive feedback from our students and alumni. The addition of 'R' (Redesigning) is based on our emphasis on continuous improvement in everything we do. We consider this important because the world is changing rapidly, and quality improvement has become decisive.

4. The Practice

The bane of Indian higher education is overdependence on memory skills which might help students crack examinations. Examination-oriented teaching or learning leads to a muddle of theoretical abstractions at best, not as useful as the deeper knowledge gained through practical experience. So, experiential learning is imperative.

LCSS is a part of the global network of 3,897 Jesuit educational institutions spread across 96 countries, all of which uphold the ideal of holistic transformation and incessant pursuit of the still better. True to our heritage and professed vision, Loyola has been upholding the value of engaged learning, initially with the PIME approach of Planning, Implementation, Monitoring, and Evaluation and later adding the 'R' (Redesigning) component to make it PIMER. In the evolution of this practice, we have been influenced by NEP (2020), UN SDGs 2030 and Jesuit promulgations of Integral Pedagogical Paradigm (IPP) and the Universal Apostolic Preferences (2019).

So, we adhere to the philosophy of '**learning by doing**' by applying the PIMER approach to all our engagements. The implementation of this **unique practice** begins right at the time of induction. After briefing the freshers on its principles and working, they are divided into four functional groups and tasked with managing the five-day programme, guided by a faculty team. Since the functional responsibilities are rotational, each student handles all roles within five days. This pattern is followed in all other engagements at Loyola, implemented under the five preferential domains of the ECE paradigm.

Planning: Every programme begins with a common planning based on the suggestions in the previous year's evaluation report. Then the students are divided into various sub-committees with specific responsibilities like programme, invitation, registration, finance, food, transportation, accommodation, decoration, hall arrangement, and documentation.

Implementation: The sub-committees ensure further decentralisation at the implementation level. They execute their roles in mobilising and efficiently utilising all resources—human, material, and financial.

Monitoring and Evaluation: Student leaders guided by the teachers-in-charge monitor everything, look into deviations, if any, and offer suggestions for improvement. During the final evaluation, students and faculty members reflect on the merits and limitations of the entire event. The documentation committee records all details from planning to evaluation and hands over the report to the IQAC.

Redesign: Loyola makes every attempt to continuously improvise its practices by incorporating constructive feedback. LCSS deliberates upon the suggestions and redesigns the programmes to make them still better next time.

5. Evidence of Success

PIMER aims at the active participation of all students by getting them involved at all levels of programme management. Students frequently convey that this practice has helped them to plan and execute programmes effectively with the given resources. We have noticed that this practice has led to a perceptible improvement in the students' life skills such as problem solving, decision making, critical thinking, communication, networking, and collaboration. The College alumni have also given testimonials on how the practice of PIMER helped them in their career. Parents have consistently given us the feedback that their wards have become responsible in their behaviour. Community members from our students' field engagement locations have observed that our students are very systematic. PIMER also becomes an effective tool to achieve the POs—global competence, responsible citizenship behaviour, sustainability consciousness, ethical orientation and life-long learning—through the engagements in the ECE paradigm.

6. Obstacles faced if any and strategies adopted to overcome them and Resources required

- Frequent changes in the University's academic schedule, especially examination dates, is the biggest obstacle we face in this regard. We hope that attainment of autonomy status will help us overcome the same
- Another obstacle is the partial involvement of some students in programmes that go beyond normal working hours because they reside in faraway places
- To address this issue, we adopt the following strategies. a) Communicating with the parents to impress on them the importance of the programme b) Mandating student involvement as a parameter of outcome assessment under ECE paradigm c) Making the attendance data available to the mentors who follow it up with the students and motivate them
- We require financial assistance to increase the capacity of the ladies hostel so that dayscholars can stay back and participate in all the College activities

Best Practice- II

1. Title of the practice: Loyola Research Collective (LRC)

2. Objectives of the practice

The **overall goal** of the LRC is to foster scientific temper, research culture and aptitude among students and faculty members by promoting the practice of learning and growing together.

The **specific objectives** include:

- Strengthening research as a process to promote engaged learning
- Enhancing the understanding of research methodology
- Encouraging interdisciplinary perspectives among the students and the faculty
- Using research as a platform to engage students on socially relevant topics

- Fostering critical thinking and dialogue among students
- Facilitating better use of technological tools for quality research

3. The context that required the initiation of the practice

The world is becoming increasingly complex, competitive, data-driven, and knowledge-intensive. Loyola's mission is to make its students globally competent for which they have to be deeply knowledgeable and willing to be lifelong learners. We felt that it was high time we went beyond the existing *Research Clinic* and brought teachers, research scholars and students of all departments on a synergistic platform that promoted multidisciplinary and offered opportunities for growing together by enriching one another. That is why we evolved Loyola Research Collective (LRC).

4. The Practice

LRC is essentially interdisciplinary in nature, and a confluence of all departments. Activities of this collective cover our postgraduate students, research scholars and faculty members. The highlight of the practice is that it promotes learning and growing together.

Every PG dissertation is a two-year journey accompanied by an inter-department faculty team, research scholars and fellow students. The procedure begins at the department level, where all staff guides and the students sit together and make the initial presentation of dissertation topics. Thereafter, an inter-department team comprising PG students, research scholars and faculty members deliberate on the synopsis at the college level. The faculty reviewers in the panel provide their feedback on each presentation to the respective students. After incorporating all the suggestions received, the students finalise their topics and synopses.

We regularly conduct workshops and other complementary sessions on qualitative, quantitative and mixed methods, literature review, referencing software, preparation of research instruments, use of software for qualitative and quantitative analysis, plagiarism detection, and academic writing. Through this exercise, everyone gets better clarity on the research process.

The next step is to review the literature and finalise their tools for the study. This is done at the department level. After they finish the data collection and the analysis, they present their findings in the Collective. This furthermore provides each one with the opportunity to learn, unlearn and relearn from one another. LRC thus becomes a platform for the students to seek help from the faculty members across departments at various stages of their research and, in the process, enrich one another.

We follow the same procedure for the doctoral students at the College. All the supervisors and scholars team up to enhance one another's work. They make interim presentations of their research proposal, work progress and pre-submission seminar in the Research Collective. This provides opportunities to enhance the quality of their research work. The advantage of this procedure is that it bolsters their confidence for the presentation at the university level.

Both the scholars and PG students are also made part of the research projects of the College, which gives them hands-on experience in conducting research. The LRC, therefore, is not only the principal agent in fostering research aptitude among the students but also an accurate measure of the research culture on the campus.

5. Evidence of Success

This practice has enriched the research process of the College in a big way.

- There are 89 faculty publications, 12 student publications and 26 teacher-student publications, during the period
- Eight out of 16 permanent faculty members (50%) are recognised research guides of the University of Kerala. Currently, the institution has 27 full-time and 11 part-time research scholars pursuing their doctoral programme, and the University awarded PhD to a total of 26 research scholars during the assessment period
- The collective inputs have led to creating the value of social sensitivity as manifested in the number of PG research done on issues of gender (94), human values (85), professional ethics (82), environment and sustainability (27)
- Teachers from other institutions opt for Loyola as their research centre and function as supervising teachers for doctoral studies
- Loyola is an accredited institution for conducting social impact assessment of development projects in Kerala
- We were recently entrusted with the conduct of the state level Social Audit of the Public Distribution System (PDS) which manifests our research competence
- Our faculty members are invited as resource persons for workshops related to research and statistics in reputed institutions

6. Problems Encountered and Resources Required

- Some students have a wrong perception that statistics and research are difficult topics. However, the institution addresses this, through several input sessions and personal mentoring
- Many of our students come from rural and coastal regions, and most of them lack fluency in English which affects the presentation of their research findings. The institutional mechanisms for English language training help the students to overcome this to a great extent
- One major hurdle is that many of our day scholars do not have personal laptops or computers at home. Those who have these gadgets but reside far away from the College face another problem—poor internet connectivity or frequent outage

Resource requirement

Financial resources to set up a full-fledged computer lab with licenced software for data analysis—qualitative and quantitative—to help the students overcome the problems they encounter in pursuing quality research.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Quality enhancement for Loyola has always been a continuous recasting and reinventing process. In this journey towards excellence, we are guided by the pedagogical framework, evolved from time to time. At the beginning of this century, we focused on Knowledge Building Process (KBP) and a decade later, on Engaged Knowledge Building (EKB). Currently, we follow the Engaged Competence Enhancement (ECE) paradigm. This paradigmatic leap has helped us traverse the binaries of theory and practice by incorporating them into a holistic paradigm. The philosophical base for this shift is that engagement promotes competence enhancement by combining knowledge, skills, and values (KSV) in a continuum. This helps us reflect Loyola's pronounced goal statements in our cardinal engagements and thereby shape our being and becoming.

ECE endeavours to groom globally competent, ecologically responsive, ethically rooted, lifelong learners and responsible citizens. It aims at promoting competence enhancement of students by placing engagements at the core of all our teaching-learning processes. This paradigm ensures the confluence of competencies anchored in five preferential domains PERCS—1) Programme Management, 2) Employability, 3) Research, 4) Community Engagement, and 5) Sustainability —by identifying the KSV inherent in each. We map our existing activities under these domains. The heads of departments take the lead in executing it.

Engagements under these five domains encompass the curricular, co-curricular, and extracurricular activities. Curricular engagements comprise lectures, seminars, assignments, group discussions, exposure visits, internships, fieldwork, action research projects, and dissertations. Under co-curricular engagements, students are given opportunities to attend several value-added programmes like certificate courses, invited lectures, seminars, conferences, and workshops. Under extracurricular engagements, students take the lead in organising sports events, cultural programmes, college day, and celebrations like Onam, Christmas, and Eid.

Given below are the glimpses of the engagements under ECE.

Programme Management: We adopted programme management as one of the preferential domains, realizing the importance of imparting 21st century competencies. Accordingly, our engagements emphasise designing and executing programmes effectively and hence redefined the existing PIME approach as PIMER. We consider this necessary because the world is changing rapidly, and quality improvement has become decisive.

Employability: LCSS lays stress on enhancing employability of the students. The co-curricular and extracurricular activities—career guidance, career counselling, orientation for job interviews, group discussions, CV preparation, innovation, entrepreneurship, intrapreneurship, student clubs—complement this process. Certificate courses, placement promotion, participation in fests, job fairs, membership in professional associations, professional ethics courses, job help desk, and alumni mentoring are the other activities to augment the employability domain.

Research: We believe that enhancing the research competencies would significantly address our students'

academic and career needs and adopted it as another preferential domain. Loyola Research Collective (LRC) evolved from our prior practice of *Research Clinic*, to address these needs and it comprises teachers, research scholars, and students of all the departments. LRC is responsible for the upkeep of scientific temper and research culture. We conduct workshops and other complementary input sessions on this platform. The highlight of the practice is that it ensures the value of learning and growing together.

Community Engagement: LCSS has a legacy in community interventions right from its inception. The adoption of this domain in ECE is a reiteration of this commitment. Under community engagement, the College and its extension centre (LES) have undertaken many activities where students and faculty members become active stakeholders. Each department has identified its settings for engagements. All our programmes have incorporated community orientation through designing curricular, co-curricular and extracurricular engagements.

A brief sketch of the major programmes during the assessment period is below.

- **'Rural Live-in NSS Camp':** An annual community engagement programme of the College, where all our PG students participate
- ***Snehanidhi*:** A learning support programme for the tribal children during pandemic times combined with an online tutoring system
- ***Munneram*:** An online psycho-social support initiative for the youth affected by COVID 19, followed by a week-long residential programme ***Karuthalode Kathorkam***, in Pozhiyoor and Poonthura, coastal communities
- **Counselling services to the palliative patients** funded by Pallium India
- ***Samagram*:** A collaborative venture with MHAT offering mental health support to the vulnerable families of the Poonthura coastal community
- **River mapping:** A collaborative project with the district administration of Pathanamthitta in the wake of a series of floods and landslides in the region
- **Social entrepreneurship project:** A collaborative initiative with Bluepoint Org which provides entrepreneurship support to various social enterprises

Disaster Relief activities:

- **Psycho-social first-aid interventions and trauma counselling** in the areas affected by the Okhi cyclone and Kerala floods
- **Fund mobilisation for Kerala Rescue movement** during Kerala floods
- **Voluntary Service** in first-line treatment centres and worked with the Disha helpline during the pandemic

The recurrence of disasters that affected Kerala during recent years was the immediate context why Loyola took the lead in designing and launching a flagship programme called **MSW Disaster Management**.

Sustainability: Loyola makes consistent effort to promote sustainability values in our students. Curricula of four of our programmes contains courses on environment and sustainability. ECE facilitates creative transactions of these courses. There are environmental awareness programmes, plastic-free campaigns, one-plant one student initiative, weekly environment management and biodiversity programme, environment audits, and the commemoration of days. In addition to the rich flora, Loyola also has a Bee habitat, maintained by students and teachers.

Systems that sustain ECE: Loyola Model of Outcome Assessment is used by the College to monitor and evaluate students' competence attainment at both the curricular and non-curricular levels. A digital framework for capturing and linking COs, PSOs and POs, developed in-house, for the personalised assessment of outcomes is another feature of ECE.

Future: To make the ECE implementation more comprehensive and effective, we are in the process of developing a more rigorous, upgraded and efficient system of assessment and feedback. ECE has undoubtedly helped us to make education more meaningful and accountable at Loyola. We are in the **process of developing a more rigorous system** of assessment and feedback in order to make ECE implementation more comprehensive and effective.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

We live in a world that demands renewed educational thinking. Globally we have thousands of institutions of higher learning, yet the world continues to be in a colossal, deepening eco-social crisis. The needed change in this educational ecology is either non-existent or rather slow. This happens because it involves massive institutional, human and financial resources undoing years of investments in 'educational path dependencies'. This is why Loyola wants to think beyond the routinised framework of education. We emphasise the need for root education so that the educated becomes more humane and compassionate. Our redefined Engaged Competence Enhancement (ECE) paradigm based on the philosophy of 'learning by doing' is a step towards this. We aim at transforming our students through meaningful education engagements to make them socially responsible and ethically rooted. We also believe knowledge creation and dissemination should integrate the value of social and ecological wellbeing.

In a small way, we have tried to nurture a new educational ecology through our social lab and incubator centre, Loyola Extension Services (LES). As a step to revamp the existing framework, a 'transdisciplinary mode of knowledge production' (a step beyond the inter-disciplinary mode) to encourage public use of knowledge for a sustainable, peaceful, inclusive and compassionate common good, LES has set up a '*multiversity platform*'. We see the 'multiversity framework' (a 'transversity framework') as the new historical stage. Through the transdisciplinary mode of research and knowledge production, we hope to slowly develop novel 'ecologies of studies' that will enrich academic experience and offerings. The certificate programme Gandhi -Mandela - Freire Fellowship launched under the multiversity platform titled 'Conscience and Compassion' is the latest initiative on these lines. A collective of fellows and animators upholding the values of root education and humanistic orientation from various countries make this programme unique.

Concluding Remarks :

Loyola continuously strives to enhance quality in all our engagements. The systems and practices institutionalised at the College through its six decades of existence have helped us cumulatively reinvent ourselves. Three cycles of accreditation allowed us to introspect our credentials. That we secured high scores in all three accreditation cycles not only made us proud of our systems and practices but also bolstered our resolve to scale still greater heights and be second to none.

While approaching the fourth cycle of accreditation, the institution has achieved better quality benchmarks. This includes enriched curricula, intensive teaching-learning practices, outcome-oriented assessment process, introduction of a new postgraduate programme, renewed direction in collaboration and extension, quality infrastructure, revisiting the goal statements, and institutionalisation of new best practices.

We consider NEP as an opportunity to strengthen and scale up our multidisciplinary commitments. Loyola has already taken steps to design and apply for five integrated PG programmes with multiple entry and exit options. We have submitted a proposal for starting a new institution on the campus, focusing on new generation programmes like MSc Artificial Intelligence, MCom with Computer Applications and MSc Data Analytics. We are also in the process of adding vocational streams like Robotic Process Automation.

The University has already accepted our application for three undergraduate programmes that are designed to

ensure backward integration of our existing postgraduate programmes and increased intake of students as envisioned in NEP. To expedite all the anticipated transitions, we have completed the construction of a 46000 sq.ft. building and planned and designed three more buildings comprising one academic-cum-administrative block, one ladies' hostel and men's hostel.

The College has applied for autonomy status and is ready for the quantum leap. The new institutional paradigms—like Engaged Competence Enhancement (ECE), Integrated Stakeholder Management, Loyola Model of Outcome Assessment, Loyola Research Collective and the PIMER approach—help us to move more confidently in this direction.

IAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as HEI has not provided any supporting document for Sl.No.3</p> | | | | | | | | | | | | | | | | | | | | |
| 2.3.3 | <p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 18 Answer after DVV Verification: 15</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>14</td> <td>12</td> <td>11</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>14</td> <td>12</td> <td>11</td> <td>14</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 16 | 14 | 12 | 11 | 14 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 16 | 14 | 12 | 11 | 14 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 16 | 14 | 12 | 11 | 14 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 16 | 14 | 12 | 11 | 14 | | | | | | | | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 177.25 Answer after DVV Verification: 161</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.1 | <p>Grants received from Government and non-governmental agencies for research projects,</p> | | | | | | | | | | | | | | | | | | | | |

endowments, Chairs in the institution during the last five years (INR in Lakhs)**3.1.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20.70 | 15.89 | 3.00 | 8.90 | 10.35 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20.70 | 15.89 | 3.00 | 8.90 | 10.85 |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 15 | 19 | 13 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 15 | 18 | 11 |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 538 | 350 | 414 | 590 | 288 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 206 | 167 | 143 | 142 | 152 |

Remark : Input edited according to metric 2.1

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 14

Answer after DVV Verification: 14

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.51 | 1.21 | 0.89 | 0.78 | 0.52 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.51 | 1.21 | 0.89 | 0.79 | 0.53 |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 711 | 202 | 59 | 210 | 140 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 206 | 167 | 59 | 142 | 140 |

Remark : Input edited according to 2.1

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 36 | 30 | 30 | 40 | 38 |
|----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 35 | 30 | 30 | 40 | 38 |

Remark : Input edited referring appointment letters attached

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 3 | 0 | 0 | 2 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2 | 0 | 0 | 2 | 1 |

Remark : Input edited referring e copies of awards

5.3.3 **Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 27 | 30 | 30 | 30 | 30 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 10 | 10 | 10 | 10 | 10 |

Remark : Input edited referring data uploaded by HEI

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development**

Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 5 | 3 | 1 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 3 | 1 | 4 |

2. Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>108</td> <td>108</td> <td>108</td> <td>108</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>108</td> <td>108</td> <td>103</td> <td>103</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 138 | 108 | 108 | 108 | 108 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 138 | 108 | 108 | 103 | 103 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 138 | 108 | 108 | 108 | 108 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 138 | 108 | 108 | 103 | 103 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>206</td> <td>167</td> <td>143</td> <td>142</td> <td>152</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>206</td> <td>167</td> <td>143</td> <td>142</td> <td>152</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 206 | 167 | 143 | 142 | 152 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 206 | 167 | 143 | 142 | 152 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 206 | 167 | 143 | 142 | 152 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 206 | 167 | 143 | 142 | 152 | | | | | | | | | | | | | | | | | |
| 3.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|----|----|----|----|
| 18 | 19 | 19 | 19 | 19 |
|----|----|----|----|----|

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 16 | 19 | 19 | 19 | 19 |

4.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 658.224 | 42.66 | 33.13 | 21.63 | 35.98 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 467.97 | 37.39 | 26.97 | 16.84 | 28.82 |

4.3 **Number of Computers**

Answer before DVV Verification : 30

Answer after DVV Verification : 38