

## 2019-20 Best Practices

### 1. Title of the practice: **INDUCTION PROGRAMME**

### 2. The context that required the initiation of the practice (100 – 120 words)

Loyola College is on a never-ending quest to achieve the state of Magis. The vision that leads Loyola College in this path is 'Fostering excellence in thinking, commitment and engagement for holistic transformation'. We are dedicated to imbibing this vision in every student. The students joining the college come from different socio-economic and educational backgrounds. To facilitate their formation and infuse their minds with the vision, mission, values and activities of the college, we conduct a very detailed induction programme. Students get a clear idea regarding how their journey will be during the coming two years. It also helps them break the ice and get inducted into the one big 'Loyola family' rather than confining themselves to a department identity. This practice has been existent in Loyola since the 1970s.

### 3. Objectives of the practice (50 – 60 words)

- ✓ To familiarize students with the rich legacy of the institution.
- ✓ To facilitate the imbibing of college vision, mission, core values and activities.
- ✓ To provide the students an idea regarding their 2-year journey with us.
- ✓ To help them be to break the ice and helps to know each other better
- ✓ To induct them into the one big 'Loyola family' rather than confining themselves into a department identity.

### 4. The Practice (250 – 300 words)

A full 3-day comprehensive induction programme is envisaged and is being carried out before the regular classes begin. This induction programme covers almost all elements of student life that they will experience over the coming two years. These sessions are designed by an expert committee and are reviewed every year by the committee who will be conducting the induction program for that year. The sessions consist of informational and motivational sessions combined with activities. The resource persons for these sessions include the teachers, former teachers, senior student representatives, alumni members, administrative staff representatives, librarian etc. Special emphasis is given to ensure that all the aspects related to the campus life, including flag-ship programmes and traditions of the college, OBE, student clubs, environment clubs, NSS, IQAC etc. are being addressed during this three-day long programme. It also has sessions that help the students to mingle with each other and get familiarized. The importance of team work, taking responsibilities etc. are

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practically made familiar to them right from the start by dividing them into different groups and assigning certain responsibilities in the organizing of the induction programme. It is a common practice that this induction program is concluded by a cultural programme performed exclusively by the juniors. Within three days, they came together and performing together often goes a long way in establishing their team spirit and a sense of belonging to the space of Loyola. This cultural event is attended by the whole Loyola college fraternity.

### **5. Obstacles faced if any and strategies adopted to overcome them**

The University of Kerala directly controls the admission process of our two programmes through direct allotment. The system has option for transfers, spot allotment etc. which will go on for some time after the initial admissions happen. Hence, at times, a few students will leave if they get allotment to their higher preferred option. Likewise, students will also come in later through the same process. So, these late arrivals will miss this induction programme given right at the start.

### **6. Impact of the practice (100 – 120 words)**

Induction programme is instrumental in easing our new admissions to the Loyola fraternity. It gives an exact idea for what is in stores for them over the next couple of years. It gives clarity to their roles and introduces them to all the possibilities they can explore in fulfilling their potential and career aspirations as well as personality development.

### **7. Resources required**

- Auditorium
- Multiple lecture halls
- Projectors, Sound system
- Resource Persons

### **8 Contact Persons for further details**

The Principal,

Loyola College of Social Sciences

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### 1. Title of the practice: IQAC HOUR

### 2. The context that required the initiation of the practice (100 – 120 words)

The idea of formulating student support clubs to enrich the campus life of students has been envisaged and is in practice for quite some time. But because of the busy schedule and other common programmes, finding slots for these club activities was always a tough exercise. Also, while the IQAC has a number of plans for quality enhancement, often enlisting and mobilizing group efforts was difficult, because teachers and students could not find time for the same. It is in this context the idea was surfaced that we will allot a regular time slot for these activities. A 45-minutes window was identified daily to facilitate the activities of these student support clubs as well as IQAC quality initiatives and institutionalize the same. This window was named as the IQAC hour.

### 3. Objectives of the practice (50 – 60 words)

- ✓ To rejuvenate the activities of student support clubs and IQAC
- ✓ To institutionalize student support club activities and IQAC a regular part of the everyday campus life of teachers and students.

### 4. The Practice (250 – 300 words)

Slight rearrangements were made to the timetable in order to find a fixed timeslot for the student support club activities. The student support clubs functioning in Loyola are:

- LILA (Loyola initiative for language advancement)
- LET (Loyola Ethnographic Theatre)
- LACE (Loyola Academy for Career advancement)
- LITCOF (Loyola in the company of friends)
- Loyola IT club (Envisaged next year)

A specific day is allotted for each of these clubs to carry out their activities. It also provided the option to the students to participate in the activities of multiple clubs if they are interested. The fixed weekly timeslots for each club help the office bearers to plan for the weekly club activities in advance and also set a long-term goal that needs to be achieved.

IQAC plans a number of initiatives, like revisiting of vision statements, OBE, revision of key strategic documents, updating teacher profiles, performance appraisals etc. as well as a number of teacher training programmes. During the

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IQAC hour each of these initiatives are taken up one by one as agendas and brainstormed and completed in a time-bound manner.

### **5. Obstacles faced if any and strategies adopted to overcome them**

The IQAC hour was the first hour after lunch break. Students did mention that it was a dull time of the day.

### **6. Impact of the practice (100 – 120 words)**

The practice of IQAC hour helped to institutionalize the student support club activities and make it a part of the everyday campus life. It also gave the time to the teachers to focus on quality activities.

### **7. Resources required**

- Conference Hall
- Lecture hall
- Projectors
- Resource Persons
- Registers for Clubs

### **8 Contact Persons for further details**

The Principal,

Loyola College of Social Sciences