



## **YEARLY STATUS REPORT - 2020-2021**

### **Part A**

#### **Data of the Institution**

##### **1.Name of the Institution**

**LOYOLA COLLEGE OF SOCIAL SCIENCES**

- Name of the Head of the institution **Dr. Saji P. Jacob**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **+914712592059**
- Mobile No: **9747198138**
- Registered e-mail **lcsstvm@asianetindia.com**
- Alternate e-mail **loyolacollegekerala@gmail.com**
- Address **Sreekariyam P.O.**
- City/Town **Thiruvananthapuram**
- State/UT **Kerala**
- Pin Code **695017**

##### **2.Institutional status**

- Type of Institution **Co-education**
- Location **Urban**
- Financial Status **UGC 2f and 12(B)**

- Name of the Affiliating University **University of Kerala**
- Name of the IQAC Coordinator **Dr. Jasmine Sarah Alexander**
- Phone No. **+914712592059**
- Alternate phone No. **+04712591018**
- Mobile **9961560558**
- IQAC e-mail address **iqac@loyolacollegekerala.edu.in**
- Alternate e-mail address **iqaclcss@gmail.com**

**3. Website address (Web link of the AQAR (Previous Academic Year))**

<https://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2021/02/AQAR-2019-20.pdf>

**4. Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<https://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2021/08/University-Calendar-2020-21.pdf>

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>Five Star</b>	<b>NA</b>	<b>2001</b>	<b>03/08/2001</b>	<b>21/12/2007</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.70</b>	<b>2007</b>	<b>22/12/2007</b>	<b>09/12/2014</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.72</b>	<b>2014</b>	<b>10/12/2014</b>	<b>09/12/2021</b>

**6. Date of Establishment of IQAC**

**05/07/2004**

**7. Provide the list of funds by Central / State Government**

**UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Faculty	Salary	State Government	2020-21	13452441
Non teaching staff	Salary	State Government	2020-21	3616139
Institution	NSS	University of Kerala	2020-21	44500
Institution	SC/ST/OBC/OE C Tuition Fees	State Government	2020-21	243835
Institution	NCW Project	National Commission for Women	2020-21	198600

**8. Whether composition of IQAC as per latest NAAC guidelines** Yes

- Upload latest notification of formation of IQAC [View File](#)

**9. No. of IQAC meetings held during the year** 62

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? Yes
- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** No

- If yes, mention the amount

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

1. IQAC organized a national level symposium on NAAC Accreditation Process. 2. IQAC organized a one day workshop for all the staff

members of the college on quality assurance. 3.Organized sessions on OBE & Academic Writing

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Form committees to head SSR preparation and plan for the NAAC peer team visit.	SSR submitted, Preparation for peer team visit in full swing.

**13.Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	23/03/2022

**14.Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

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<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2021/08/University-Calendar-2020-21.pdf">https://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2021/08/University-Calendar-2020-21.pdf</a>				
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Academic Council	23/03/2022
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020	12/03/2020
<b>15. Multidisciplinary / interdisciplinary</b>	
<b>16. Academic bank of credits (ABC):</b>	
<b>17. Skill development:</b>	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
<b>19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):</b>	



**20.Distance education/online education:****Extended Profile****1.Programme**1.1 138

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Student**2.1 206

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 27

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 79

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**3.Academic**3.1 18

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>
3.2	18
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	14
Total number of Classrooms and Seminar halls	
4.2	467.97
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	30
Total number of computers on campus for academic purposes	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

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 cocurricular and extracurricular engagements.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://loyolacollegekerala.edu.in/calendar/">https://loyolacollegekerala.edu.in/calendar/</a>

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- 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	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	<a href="https://loyolacollegekerala.edu.in/calenda&lt;br/&gt;r/">https://loyolacollegekerala.edu.in/calenda r/</a>

**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 year.** A. All of the above

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

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

#### 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

3

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

### 1.2.2 - Number of Add on /Certificate programs offered during the year

#### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

113

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

113

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

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

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.

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.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

24

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View File</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View File</a>
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

206

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

## 1.4 - Feedback System



**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders**  
**Students**  
**Teachers**  
**Employers**  
**Alumni**

**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	No File Uploaded

**1.4.2 - Feedback process of the Institution may be classified as follows**

**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://loyolacollegekerala.edu.in/igac/feedback/">https://loyolacollegekerala.edu.in/igac/feedback/</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

**134**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

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

supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

18

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

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 its 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 is done 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

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

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
11	1

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

## 2.3 - Teaching- Learning Process

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

- The student - centric methods at Loyola facilitate experiential learning comprising the curricular, cocurricular and extracurricular transactions
- Recently, we adopted a distinctive paradigm called Engaged Competence Enhancement (ECE) to Self Study Report of LOYOLA COLLEGE OF SOCIAL SCIENCES 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 miniprojects 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	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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 macroenabled 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	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://loyolacollegekerala.edu.in/it-programmes/">https://loyolacollegekerala.edu.in/it-programmes/</a>

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

**2.3.3.1 - Number of mentors**

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	No File Uploaded
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
mentor/mentee ratio	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year**

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

16

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>



### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

#### 2.4.3.1 - Total experience of full-time teachers

166

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

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 unitwise 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	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="http://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2022/01/2.5.2.-Minutes-of-Examination-Related-Grievance-Committee.pdf">http://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2022/01/2.5.2.-Minutes-of-Examination-Related-Grievance-Committee.pdf</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://loyolacollegekerala.edu.in/obe/">https://loyolacollegekerala.edu.in/obe/</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

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

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.

**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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://loyolacollegekerala.edu.in/obe/">https://loyolacollegekerala.edu.in/obe/</a>

**2.6.3 - Pass percentage of Students during the year****2.6.3.1 - Total number of final year students who passed the university examination during the year**

70

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	Nil

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

<https://loyolacollegekerala.edu.in/igac/feedback/>

**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 in the institution during the year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

20.70

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	<a href="#">View File</a>
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

1

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	<a href="#">View File</a>
Paste link to funding agency website	<a href="https://civilsupplieskerala.gov.in/">https://civilsupplieskerala.gov.in/</a>

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year****3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

11

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

**3.2 - Research Publications and Awards****3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

9

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>



### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

#### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

7

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

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
- They 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
- **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 wellbeing.

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

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

00

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

12

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**

**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

552

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.4 - Collaboration

### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

2

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

#### 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

6

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## 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.

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

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

**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 Arts programmes
- Two halls at LES (Loyola Hall and Mini Conference Hall) capable of accommodating 170 people are used for various cultural performances Two training halls of LES capable of accommodating 170 people
- 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

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

#### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

14

##### 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

14

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

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

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

402.83

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://library.loyolacollegekerala.edu.in/">https://library.loyolacollegekerala.edu.in/</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** A. Any 4 or more of the above

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

#### 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

##### 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.51

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

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

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

79

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**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 October 2021, six computer systems were bought for the Psychology lab expending Rs. 1,41,000. In December 2021, eleven new computers, connected with N-computing, were bought for the library by expending Rs. 2,38,500.

**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 Rs. 3,23,846.00.

**CCTV Camera:** The college and hostel premises are under the surveillance of 27 CCTV cameras. In September 2020, three CCTV cameras were added to the campus premises.

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

#### 4.3.2 - Number of Computers

30

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

#### 4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

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

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

49.65

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

93

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

##### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

14

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

File Description	Documents
Link to institutional website	<a href="https://loyolacollegekerala.edu.in/student-support-programs/">https://loyolacollegekerala.edu.in/student-support-programs/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**711**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**711**

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

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**



File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

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

#### 5.2.1.1 - Number of outgoing students placed during the year

36

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

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

0

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

#### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations

(eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

18

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

### 5.3 - Student Participation and Activities

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

**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) during the year.**

3

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

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

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

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

2

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	<a href="#">View File</a>

## 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

Loyola has an 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 constituted 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 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 us to collaborate on extension activities of their respective organisations.

#### Services to the Alumni

Loyola cherishes its alumni and offer 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	Documents
Paste link for additional information	<a href="https://loyolacollegekerala.edu.in/alumni/">https://loyolacollegekerala.edu.in/alumni/</a>
Upload any additional information	<a href="#">View File</a>

#### 5.4.2 - Alumni contribution during the year A. ? 5Lakhs (INR in Lakhs)

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

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

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

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 the robust value system guides and drives all its stakeholders towards achieving its vision of holistic transformation. While it is inclined to technology on 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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 found value in integrating 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, and that resulted in the development of a more comprehensive and customised model of outcome assessment.

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, the essential attributes of Loyolites, 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 the identification of five competency dimensions, 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 core 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. 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

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 revisioning 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 of the 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	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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 the 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 studentcentric 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	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	<a href="#">View File</a>

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff

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

### **6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

#### **6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

2

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### **6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

#### **6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

4



File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

5

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

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 over this to each faculty member, with due appreciation of his/her strengths and informed 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 nonteaching 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

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 management account. The management 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.

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

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

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

63.59

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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 account. 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 under two categories for affiliated colleges: 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 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

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 the students, parents, the 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 Bee-hive, 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	Documents
Paste link for additional information	<a href="https://loyolacollegekerala.edu.in/iqac/">https://loyolacollegekerala.edu.in/iqac/</a>
Upload any additional information	<a href="#">View File</a>

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

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 achievement. 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 extracurricular 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 Beehive maintained 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality**

**A. All of the above**

**initiatives with other institution(s)  
Participation in NIRF any other quality audit  
recognized by state, national or international  
agencies (ISO Certification, NBA)**

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Loyola 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.
- The same male-female ratio is reflected at the administrative level and in participation in all the academic, co-curricular and extracurricular activities
- 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

## 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	Documents
Annual gender sensitization action plan	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-A-UpDoc-Gender-Sensitization-Plan.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-A-UpDoc-Gender-Sensitization-Plan.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-8-Gender-Facilities-Geotagged-Photos-1-1.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-8-Gender-Facilities-Geotagged-Photos-1-1.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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 tank.

#### 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 ewaste
- 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 the carbon footprint

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/AQAR-7.1.3-Geotagged-Photos-of-Available-Waste-Management-Facilities.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/AQAR-7.1.3-Geotagged-Photos-of-Available-Waste-Management-Facilities.pdf</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for** A. Any 4 or All of the above

greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

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

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following**  
**1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

**B. Any 3 of the above**

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

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**  
**5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies**

**A. Any 4 or all of the above**



**of reading material, screen reading**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	<a href="#">View File</a>
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 200 words).

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 socioeconomic 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	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

- Students and faculty actively participated as Rapid Relief Team (RRT) volunteers at various locations in Kerala during the pandemic
- 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	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators** A. All of the above

**and other staff 4. Annual awareness programmes on Code of Conduct are organized**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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, WorldAIDS 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	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### 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 the 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 the existing PIME approach to evolve it as 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 done 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 induction. After briefing them on its principles and working, the freshers 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 also have 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

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 threw away the blinkers and brought all 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 the 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.
- 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
- 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 selected as the state level auditor 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	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

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. '

- **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 a coastal community
- **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:**

- **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, oneplant 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 is 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 deliver to the students a more meaningful and accountable education. 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.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

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 cocurricular and extracurricular engagements.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://loyolacollegekerala.edu.in/calendar/">https://loyolacollegekerala.edu.in/calendar/</a>

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- 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	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	<a href="https://loyolacollegekerala.edu.in/calendar/">https://loyolacollegekerala.edu.in/calendar/</a>

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

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.2 - Academic Flexibility**

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented****1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

3

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

**1.2.2 - Number of Add on /Certificate programs offered during the year****1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

6

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

113

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

113

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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.

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.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

#### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

24

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View File</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View File</a>
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

206

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 1.4 - Feedback System

<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>A. All of the above</b>
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File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	No File Uploaded

**1.4.2 - Feedback process of the Institution may be classified as follows**

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://loyolacollegekerala.edu.in/iqac/feedback/">https://loyolacollegekerala.edu.in/iqac/feedback/</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

134

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

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

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

18

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

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 its 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 is done 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

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

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
11	1

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

### 2.3 - Teaching- Learning Process

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

- The student - centric methods at Loyola facilitate experiential learning comprising the curricular, cocurricular and extracurricular transactions
- Recently, we adopted a distinctive paradigm called Engaged Competence Enhancement (ECE) to Self Study Report of LOYOLA COLLEGE OF SOCIAL SCIENCES 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 miniprojects 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	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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 Mendeleey 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 macroenabled 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	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://loyolacollegekerala.edu.in/it-programmes/">https://loyolacollegekerala.edu.in/it-programmes/</a>

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

#### 2.3.3.1 - Number of mentors

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	No File Uploaded
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
mentor/mentee ratio	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

16

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

#### 2.4.3.1 - Total experience of full-time teachers

166

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

### 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

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 unitwise 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	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/01/2.5.2.-Minutes-of-Examination-Related-Grievance-Committee.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/01/2.5.2.-Minutes-of-Examination-Related-Grievance-Committee.pdf</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://loyolacollegekerala.edu.in/obe/">https://loyolacollegekerala.edu.in/obe/</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

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

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.

**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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://loyolacollegekerala.edu.in/obe/">https://loyolacollegekerala.edu.in/obe/</a>

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

70

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	Nil

### 2.7 - Student Satisfaction Survey

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

<https://loyolacollegekerala.edu.in/iqac/feedback/>

## 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 in the institution during the year (INR in Lakhs)

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

20.70

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	<a href="#">View File</a>
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year****3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

1

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	<a href="#">View File</a>
Paste link to funding agency website	<a href="https://civilsupplieskerala.gov.in/">https://civilsupplieskerala.gov.in/</a>

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year****3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

11

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

9

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

##### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

7

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

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
- They 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
- 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 wellbeing.

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

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

00

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded

### 3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year

#### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

12

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

#### 3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

552

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.4 - Collaboration

#### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

2

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

6

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

**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.

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

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

**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 Arts programmes
- Two halls at LES (Loyola Hall and Mini Conference Hall) capable of accommodating 170 people are used for various cultural performances Two training halls of LES capable of accommodating 170 people
- 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

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

#### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

14

##### 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

14

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

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year

**(INR in Lakhs)****4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year  
(INR in lakhs)**

402.83

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

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

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	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://library.loyolacollegekerala.edu.in/">https://library.loyolacollegekerala.edu.in/</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>



### 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

#### 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.51

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

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

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

79

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**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 October 2021, six computer systems were bought for the Psychology lab expending Rs. 1,41,000. In December 2021, eleven new computers, connected with N-computing, were bought for the library by expending Rs. 2,38,500.

**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 Rs. 3,23,846.00.

**CCTV Camera:** The college and hostel premises are under the surveillance of 27 CCTV cameras. In September 2020, three CCTV cameras were added to the campus premises.

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

#### 4.3.2 - Number of Computers

30

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

#### 4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

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

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

49.65

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

93

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

##### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

14

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

<b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b>	<b>A. All of the above</b>
<b>File Description</b>	<b>Documents</b>
Link to institutional website	<a href="https://loyolacollegekerala.edu.in/student-support-programs/">https://loyolacollegekerala.edu.in/student-support-programs/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>
<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>711</b>	
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>711</b>	
<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

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

#### 5.2.1.1 - Number of outgoing students placed during the year

36

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

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

0

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

#### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations



(eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

18

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

### 5.3 - Student Participation and Activities

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

**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) during the year.**

3

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

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

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

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

2

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</a>

### 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

Loyola has an 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 constituted 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 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 us to collaborate on extension activities of their respective organisations.

### Services to the Alumni

Loyola cherishes its alumni and offer 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	Documents
Paste link for additional information	<a href="https://loyolacollegekerala.edu.in/alumni/">https://loyolacollegekerala.edu.in/alumni/</a>
Upload any additional information	<a href="#">View File</a>

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**      **A. ? 5Lakhs**

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

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 the robust value system guides and drives all its stakeholders towards achieving its vision of holistic transformation. While it is inclined to technology on 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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 found value in integrating 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, and that resulted in the development of a more comprehensive and customised model of outcome assessment.

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, the essential attributes of Loyolites, 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 the identification of five competency dimensions, 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 core 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. 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

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 revisioning 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 of the 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	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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 the 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 studentcentric 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	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

#### 6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff

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 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, 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
- **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 the 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### **6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

#### **6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

2

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### **6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

4

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)****6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

5

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>



## 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

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 over this to each faculty member, with due appreciation of his/her strengths and informed 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 nonteaching 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

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 management account. The management 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.

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

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

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

63.59

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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 account. 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 under two categories for affiliated colleges: 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 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

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 the students, parents, the 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 Bee-hive, 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	Documents
Paste link for additional information	<a href="https://loyolacollegekerala.edu.in/iqac/">https://loyolacollegekerala.edu.in/iqac/</a>
Upload any additional information	<a href="#">View File</a>

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

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 achievement. 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 extracurricular 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 Beehive maintained 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	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Loyola 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.
- The same male-female ratio is reflected at the administrative level and in participation in all the academic, co-curricular and extracurricular activities
- 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

#### 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	Documents
Annual gender sensitization action plan	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-A-UpDoc-Gender-Sensitization-Plan.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-A-UpDoc-Gender-Sensitization-Plan.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-8-Gender-Facilities-Geotagged-Photos-1-1.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-8-Gender-Facilities-Geotagged-Photos-1-1.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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 tank.

#### 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 ewaste
- 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 the carbon footprint

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/AQAR-7.1.3-Geotagged-Photos-of-Available-Waste-Management-Facilities.pdf">http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/AQAR-7.1.3-Geotagged-Photos-of-Available-Waste-Management-Facilities.pdf</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the**

<b>institution</b>	
<b>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</b>	<b>B. Any 3 of the above</b>
<b>File Description</b>	<b>Documents</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
<b>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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</b>	<b>A. Any 4 or all of the above</b>



File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	<a href="#">View File</a>
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 200 words).

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 socioeconomic 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	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

- Students and faculty actively participated as Rapid Relief Team (RRT) volunteers at various locations in Kerala during the pandemic
- 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	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

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

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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, WorldAIDS 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	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### 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 the 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 the existing PIME approach to evolve it as 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 done 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 induction. After briefing them on its principles and working, the freshers 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 also have 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

#### 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 threw away the blinkers and brought all 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 the 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.
- 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
- 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 selected as the state level auditor 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	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

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. '

- Snehnidhi: 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 a coastal community
- 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:

- 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, oneplant 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 is 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 deliver to the students a more meaningful and accountable education. 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	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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 recoup and 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 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 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-cumadministrative block, one ladies' hostel and a gents' 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.