PERSPECTIVE PLAN DOCUMENT 2020-2030

Contents

1. INTRODUCTION

Loyola College of Social Sciences, founded in Thiruvananthapuram by the Society of Jesus or the Jesuits in 1963, is part of a larger international community, which comprises of 3,897 Jesuit Educational Institutions in 96 countries. Globally, the name 'Jesuit' is associated with quality in the field of education. Loyola College Trivandrum resonates the Jesuit commitment to providing quality education at par with global standards of excellence. Presently, the college offers five post-graduate courses (Sociology, Social Work, Social Work in Disaster Management, Human Resource Management and Counselling Psychology) and three doctoral programmes, in addition to being actively involved in research, consultancy and outreach. The Jesuit principles of "Magis" and "Service" infuses all our academic, research and outreach endeavours.

Loyola, Trivandrum, has for long been known as a small institution in the pursuit of excellence. As much as we take pride in our modest circumstances, which was probably

the greatest contributor to our achievements, we also fully realized that's it was time for us to take that quantum leap. The Perspective Plan 2020 was prepared to help us take that quantum leap.

The Perspective Plan 2020 was drafted in 2014, based on which a revisioning was conducted in 2016 and the Strategic Plan Document, "Vision 2025", was designed. "Vision 2025" aimed at phenomenal expansion by 2025, both quantitatively and qualitatively. We hoped that achieving autonomous status would bring the quantitative transformation we were looking for, by helping us add more courses and consequently increasing the reach of Loyola to a larger student base. Qualitative transformations were envisaged in the following key result areas: (1) Overall Development of Students, (2) Development of Social Consciousness and Community Involvement, (3) Internationalization, (4) Infrastructure Enhancement, and (4) Academic Culture of the Institution and Staff Performance and Development.

With the release of the New Education Policy (NEP), the year 2020 became historically significant for education in India. For any institution to move forward, a fresh strategy was inevitable. Soon after the NEP was published, the staff of the college came together, under the Manager and the Principal, and discussed the NEP and its implications. There was no doubt about the urgency for revisioning and repositioning ourselves. It was unanimously decided to consolidate the results gained during the 4-year period (2016-2020) under Vision 2025, and cast a new perspective plan for the period 2020-2030.

2. BACKGROUND

As we began the daunting task of revisioning, and in the process preparing the Perspective Plan 2020-2030, three historical milestones and the possibility of two crucial events stood before us as reference points. The historical milestones were the National Education Policy (NEP) 2020, the publication of the Jesuit Apostolic Preferences of 2019, and, the emergence of a COVID-sensitive educational scenario. The two major events that confronted us in the recent future were the upcoming fourth NAAC accreditation of our institution in 2021 and the possibility of us becoming an Autonomous institution.

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- **The National Education Policy 2020:** The main thrust of NEP regarding higher education is to transform higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students by 2040. There was an explicit encouragement for faculty and institutional autonomy and a call for diversification of programmes. There was also a restatement of the vision for higher education and a clear spelling out of the expectations about new courses and the revamping of present curriculum, pedagogy, assessment, and student support for enhanced student experience. The NEP has opened before us new opportunities as well as challenges.

- **The Jesuit Apostolic Preferences 2019:** The Jesuit Apostolic Preferences, instituted by the Jesuit Secretariat, are four areas vital for the world today and act as a point of reference to the whole Society of Jesus. Jesuits all over the world are called upon to give attention to these preferences for the next 10 years, namely 2019-2029. The four Apostolic preferences are: Showing the way to God, Walking with the Excluded, Journeying with Youth and Caring for our Common Home. As we endeavor to fulfill our commitment to the Jesuit Mission, it is important for us to place the Jesuit Apostolic Preferences before us.

- **Application for Autonomous Status 2020:** Loyola is a post-graduate college in Social Sciences, which secured the highest NAAC grade of A for 3 consecutive cycles, our last NAAC score being 3.72 CGPA/4. As per UGC guidelines and the UGC letter No. F.18-1/2018(AC) dated Jan 24, 2019, these qualifications make us eligible for Autonomous status without onsite visit by Expert Committee. Accordingly, we made the application for autonomy on May 23, 2020 (Application No. UGC-AC-KER-00000062), and also has personally requested UGC and the Government to help us acquire the status. We urgently feel the need for expansion and we believe an autonomous status is a pre-requisite for us to adapt to a far-reaching and meaningful reinvention of our college.

- **NAAC Fourth Accreditation 2021:** We are in the last year of our fourth cycle and we are hoping to submit our Self-Study Report (SSR) report in less than a year. We had been working tirelessly to make us worthy of another A grade, and if possible, a score and position that surpasses our previous scores. At this juncture, we also have

to take stock where we are at present, how far we have travelled from the past accreditation and how far we have to go.

- **Education Post-COVID:** The pandemic has changed all our lives, for the better or for the worse, at least for the near future. Educational Institutes have moved online with students confined to their homes. Learning opportunities that require direct contact have become problematic. New methodologies and avenues that maximize the learning experiences of students are yet to be explored in full swing.

In the context of these events, change is imminent to adapt and flourish. To bring about that change, we needed to revisit our vision and mission, incorporate the changes demanded by the above events, prepare action plans and policies that reflect the changes. In preparing this institutional plan and policy document, we have incorporated the mandates and necessities posited by the above events.

3. JESUIT APOSTOLIC PREFERENCES, NAAC AND THE PERSPECTIVE PLAN 2030

Two discourses that have influenced our Perspective Plan 2020 are the Jesuit Apostolic Preferences (2019) and the NAAC Goals and Quality frameworks.

We have renewed our commitment to the apostolic preferences. Some of these preferences needed to reflect is our vision framework. "Nurturing spiritual quotient (Faith)" was added to our Core Values to reflect the preference of "Showing the way to God". The apostolic preference of "Caring for our Common Home" was emphasized through adding the phrase "ecologically responsive" in the mission statement. The Programme Outcome of "Sustainability Consciousness" also caters to this preference. Loyola's vision framework has always emphasized the preference of "Walking with the excluded", and as a Jesuit institution of higher education we have been "Journeying with youth" in every sense.

Loyola has faith in the NAAC criteria and the NAAC assessment process to transform higher education institutes into centres offering superior learning experiences. We believe that if followed in the true spirit of the process, the assessment process can

bring a quantum change to the institutional practices. Hence, the current plan and policy has been conceived with NAAC Criteria in mind. Our Core Values reflect NAAC Core Values and the policy document has been cast with in NAAC 7-criteria framework. Adopting this framework, helps us in self-evaluation on all the indicators and also assist us in planning and expansion.

4. THE NEP 2020 AND LOYOLA PERSPECTIVE PLAN 2030

The New Education Policy pushes for diversification and expansion in all dimensions. We evaluated the college on the NEP parameters and brainstormed upon the way forward. Expansion without compromising our quality thrust was the goal. This section reflects our discussion process on NEP in 2020. Later, this section was revised based on NAAC NEP parameters advocated in Nov 2021. In addition to NEP mandate on student strength, the NEP parameters visualized by NAAC were added for the discussion below. These include Multi-disciplinarity/Inter-disciplinarity, Academic Bank of Credit (ABC), Skill Development, Appropriate integration of Indian Knowledge System, Focus on Outcome based Education (OBE) and Distance Education/ Online learning.

4.1. Higher Education Institution fostering 3000 students

"The main thrust of this policy in Higher Education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters, each of which will aim to have 3,000 or more students."

(NEP 2020, Sec. 10.1, Page 34)

Current Status: Presently our student strength is about 300 students, comprising of 250 students in the regular post graduate stream, 30 research scholars, 70 students in the Certificate and PG Diploma programmes offered through the University Adult Education.

Key decision to be taken: The crucial question to be answered was whether we would want to be a large multi-disciplinary college with over 3000 students or we would be part of HEI cluster. Loyola was convinced that we can achieve the status of multi-disciplinary college with over 3000 students, by 2030.

Strategy: To achieve this target, we need to increase the number of courses by achieving autonomy by the college and establishing a self-financing stream.

Work Done under Vision 2025: Autonomy application filed and we are pursuing the application with the University, as well as the state government. Also, the University has sanctioned for us three undergraduate courses, which, if implemented, will further increase our student strength by 1250.

Perspective Plan 2030

- Push for Autonomy
- Prepare plan for new courses and continuously liaison with the University.
- Plan for blended/online/ODL modes of teaching to overcome the deficit of space.
- Establish a self-financing college.
- Plan for integration of the college and self-financing college.

4.2. Multidisciplinary / interdisciplinary

"Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education....An Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university."

(NEP 2020, Sec. 10.2 and 10.3, Page 34)

Current Status: From our inception, we have been a post-graduate research institute specializing in predominantly in social sciences. Of the 5 post graduate courses we offer, 5 belong to the Faculty of Social Sciences, whereas one belongs to the Faculty of Science. Of the three Ph.D. programmes that we offer, 2 belong to Faculty of Social Sciences, whereas one belongs to the Faculty of Management Studies. Hence our college presently represents 3 faculties under the University of Kerala. While this is an indication of our multi-disciplinarity, the subjects that we cover are predominantly related to the social sciences. Research and Innovation had also progressed on mono-faculty lines.

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Key Decision to be taken: Presently we are a predominantly social sciences college. Hence, a crucial question that needs to be answered is whether we are willing to or need to venture into Science, Arts, Commerce, Law etc. Other areas that need to be considered are interdisciplinary courses and interdisciplinary research and innovation. We realize that interdisciplinarity and multi-disciplinarity are recognized as drivers in solving complex problems of the world. Also, having, diverse disciplines on the same campus, will provide a holistic perspective to students. However, over the years, we have gained immense experience and expertise in the area of social sciences. Hence, we thought it best to capitalize on our strength, by innovating in social sciences.

Strategy: To promote multi-disciplinarity by expanding its reach through the self-financing stream to include science, arts, commerce etc. To promote inter-disciplinarity, by designing innovative interdisciplinary social sciences courses. To explore opportunities for Interdisciplinary Research and Innovations.

Work Done under Vision 2025: We have prepared syllabi and applications for few multi-disciplinary as well as inter-disciplinary programmes.

Perspective Plan 2030

- Prepare plan for new interdisciplinary courses and continuously liaison with the University.
- Establish a self-financing college that offers multi-disciplinary courses.
- Plan for interdisciplinary engagement between the college and self-financing college.
- Establish 'Institute for Interdisciplinary Studies (IIS) to foster research and collaboration in interdisciplinary areas.
- IEDC Cell of the college to focus on interdisciplinary start-ups and incubations by collaborating with IEDC Cell of STEM educational institutions.

4.3. Academic bank of credits (ABC) & Multiple-entry exit provisions

Current Status: We don't offer credit based programmes. Loyola is a post-graduate college affiliated to the University of Kerala. The University offers credit-based scheme only for undergraduate programmes. We do not have a multiple- entry and exit provision.

Key Decision to be taken: How do we move towards a credit-based system and multiple entry-exit system, when the University has not sanctioned the same for us? A Credit based system and multiple entry-exit system assist in transferability across courses, international or national, as well in the incorporation of choice based courses and multi/inter disciplinary courses. A global education system requires transferability across programmes and courses, and most effective courses are flexible and amenable to choices of students. One of our Vision 2025 goals is Internationalization. Hence, if we truly aspire to become an international institute, it is in evitable that we take ABC and the multiple entry-exit system to task. We have two advantages in this matter. Firstly, four of our courses are the only courses of its kind under Kerala University. Hence changes can be pioneered by us to revise the syllabus. Secondly, colleges with A grade are eligible to register on ABC portal of the government, hence we are eligible to open an ABC account.

Strategy: To create credit based curriculum and liaison with the University to grant us provision to shift to the credit-based scheme.

Work Done under Vision 2025: The degree courses we drafted are based on multiple entry-exit systems.

Perspective Plan 2030

- Recast curriculum under the credit-based scheme, incorporating multiple entry-exit systems and interdisciplinary and vocational components.
- Liaison with Kerala University to sanction credit-based scheme for us.
- Register on ABC Portal.

4.4. Skill development:

Current Status: Presently, we don't have any mandatory vocational courses. We have a collaboration with Project Management Institute (PMI), which offers courses in Project Management, which are optional. We also have several student support programmes which offer sessions for developing soft skills of students. We have a very elaborate Value Education system and we create plenty of opportunities for students to participate in national building process through extension. We have not aligned courses with National Skills Qualifications Framework.

Key Decision to be taken: Vocational courses are crucial to enhance employability of our students. Hence vocational courses are essential. However, planning for integration of vocational courses and other soft skills and value education courses into traditional courses requires careful assessment of syllabi and probably further syllabus revision.

Strategy: To design vocational, soft skills and value education courses under Loyola Logo or in collaboration with other institutions, and integrate them into curriculum.

Work Done under Vision 2025: An MoU has been signed with Project Management Institute (PMI) to offer courses in Project Management. LILA, LET, LACE and LITCOF and our ICT and Environmental programmes for students inculcate values and skill sets in students. We have a value education module according to which value education sessions are conducted regularly.

Perspective Plan 2030

- Study the demand for vocational courses
- Prepare a list of vocational courses
- Design Curriculum, Pedagogy and Lesson plans.
- Ensure at least one vocational course is mandatory for all students
- Collaborations with industry/skilled persons.
- Plan for blended, online and ODL modes of teaching.
- Association with NCDC/ Other bodies
- Convert Value Education as a course.
- Convert Student Club and Development programmes to courses.
- Align Vocational and Soft Skills courses with National Skills Qualifications Framework.
- Assign credits to vocational, soft skills and value education programmes and them to the programme credits. Revise syllabus, where required.

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

Current Status: All courses in the college are delivered bilingually. Exams are however in English. Celebrations and commemorations relevant to Indian culture are undertaken. However more focussed programmes in this area is required.

Key Decision to be taken: Incorporate

Strategy: Incorporate activities for preservation and promotion of Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.), Indian ancient traditional knowledge, Indian Arts and Indian Culture and traditions.

Work Done under Vision 2025: Celebration of National and Regional festivals and events, Birthday of national figures, Arts Day etc. are celebrated regularly.

Perspective Plan 2030

- Design programme plan for promotion of Indian Language, Tradition and Culture: National language programmes, Conducting and visiting exhibitions for cultural heritage, Talks on traditions and culture etc.
- Develop Indigenous Knowledge generation and dissemination workshops, campaigns and journals.
- Provide provision for needy students to use of indigenous language in examinations.

4.6. Focus on Outcome based education (OBE)

Current Status: The college has taken extensive measure to transform to OBE. We have not only set the outcomes at all levels, but also assessed outcomes at curricular, co-curricular and extra-curricular dimensions. However, there is more to be done to enhance rigour and quality of our OBE System.

Key Decision to be taken: We have made modest beginnings. The true spirit of OBE envisions the inculcation of graduate attributes. Is the OBE system we created able to capture the competency development process of our students? To make this happen, teachers need to review their teaching/learning processes and renew their commitment to moulding students. OBE process if followed properly, will develop higher order thinking and hone skill acquisition process in students.

Strategy: To strengthen OBE by reviewing and recasting curricular and non-curricular components into a Loyola competency framework.

Work Done under Vision 2025: OBE training was conducted for staff, outcomes were prepared at all levels and assessment frameworks to measure outcomes were created.

Perspective Plan 2030

- OBE- Competency Planning and Framework revision and enhancement.
- Development of OBE Assessment and Feedback system
- Designing OBE Software

4.7. Distance education/online education

Current Status: Presently we do not offer any courses in an ODL Mode. However, the institution is equipped with facilities, and our teachers are trained to offer education in blended. A new multi-media centre facility is being established.

Key Decision to be taken: Post-pandemic teachers have been equipped to use ICT facilities in teaching. However, blended learning, online learning and ODL require much more investment that developing ICT facilities and capabilities. Are we ready to use online/blended/ODL modes? One of Loyola's greatest challenges have been our lack of space for further expansion. While online/blended/ODL modes do not require space, it requires perspective, intensive planning and commitment. Loyola believes that to overcome our deficit of space, we are willing to go for online/blended/ODL modes of teaching learning.

Strategy: To enhance ICT facilities and capabilities and conduct course-wise analysis of possibilities of Blended/Online/ODL modes

Work Done under Vision 2025: Our Learning Management System (LMS)- Moodle and ICT facilities (internet, online conferencing platforms, computers) and capabilities (knowledge of ICT Tools and resources) have been enhanced. E-governance reforms have been initiated.

Our IT infrastructure and resources helped us tide over the pandemic situation very effectively. Our Moodle platform was a life saver, which supplemented our online Zoom and Google Meet platforms. Even though the campus has become active now, the threat of repeated lock downs of individual departments and the whole college, still looms high. Blended and Online learning facilities and competencies need to be enhanced.

5. NEP PARAMETERS FOR PERSPECTIVE PLAN 2030

1. Higher Education Institution fostering 3000 students	- Push for Autonomy - Prepare plan for new courses (inter-disciplinary,

	credit-based, multiple entry exit, OBE-oriented) and continuously liaison with the University. ▪ Plan for blended, online and ODL modes of teaching to overcome the deficit of space. ▪ Establish a self-financing college. ▪ Plan for integration of the college and self-financing college.
2. Multidisciplinary / interdisciplinary Perspective	▪ Prepare plan for new interdisciplinary courses and continuously liaison with the University. ▪ Establish a self-financing college that offers multi-disciplinary courses. ▪ Plan for interdisciplinary engagement between the college and self-financing college. ▪ Establish 'Institute for Interdisciplinary Studies (IIS) to foster research and collaboration in interdisciplinary areas. ▪ IEDC Cell of the college to focus on interdisciplinary startups by collaborating with IEDC Cell of STEM colleges.
3. Academic bank of credits (ABC) & Multiple-entry exit provisions	▪ Recast curriculum under the credit-based scheme, incorporating interdisciplinary and vocational components. ▪ Liaison with Kerala University to sanction credit-based scheme for us. ▪ Register on ABC Portal.
4. Skill Development	▪ Study the demand for vocational courses ▪ Prepare a list of vocational courses ▪ Design Curriculum, Pedagogy and Lesson plans. ▪ Ensure at least one vocational course is mandatory for all students ▪ Collaborations with industry/skilled persons. ▪ Plan for blended, online and ODL modes of teaching. ▪ Association with NCDC/ Other bodies ▪ Convert Value Education as a course. ▪ Convert Student Club and Development programmes to courses. ▪ Align Vocational and Soft Skills courses with National Skills Qualifications Framework. ▪ Assign credits to vocational, soft skills and value education programmes and them to the

	programme credits. Revise syllabus, where required.
5. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	▪ Design programme plan for promotion of Indian Language, Tradition and Culture: National language programmes, Conducting and visiting exhibitions for cultural heritage, Talks on traditions and culture etc. ▪ Develop Indigenous Knowledge generation and dissemination workshops, campaigns and journals. ▪ Provide provision for needy students to use of indigenous language in examinations.
6. Focus on Outcome based education (OBE)	▪ OBE- Competency Planning and Framework revision and enhancement. ▪ Development of OBE Assessment and Feedback system ▪ Development of OBE Software.
7. Distance education/online education	▪ Testing upgrading Multi-media facilities for Online/Blended/ODL learning. ▪ Strengthen E-governance ▪ Building capabilities of faculty and students ▪ Course wise planning regarding Blended/Online/ODL modes.

6. STRATEGIC PLAN 2018-24

The Perspective Plan presents before us a broad road map. To reach the goals before us, we designed a strategic plan with 7 objectives and focus areas under each objective.

1. Loyola college has transformed into a large multi-disciplinary entity catering to 5000 students.

1.1. Autonomy 1.2. New Courses 1.3. Online/Distance/Blended Courses 1.4. Certificate/Diploma/PG Diploma 1.5. Vocational Courses	1.6. Infrastructure Development- Physical and IT 1.7. Multi/Inter-disciplinarity 1.8. Management Information System 1.9. Administrative Audit

2. Loyola college has achieved the highest standards in teaching-learning.

2.1. OBE (Incorporating Blooms) 2.2. Academic Bank of Credit (ABC)	2.5. Induction and Entry-level Assessment 2.6. Remedial and Advanced Learner

2.3. Learning Management Systems 2.4. Mentoring	Programmes 2.7. Academic Audits

3. The students of Loyola College are equipped with programme specific attributes and 20th century skills.

3.1. Employability and Entrepreneurship 3.2. Responsible Citizenship 3.3. Research and Innovations	3.4. Programme Management 3.5. Sustainability Consciousness

4. Loyola College contributes to the society through extension, research and consultancy.

4.1. Extension 4.2. Research	4.3. Consultancy 4.4. Collaboration

5. Loyola College promotes international collaborations.

5.1. International Collaborations	5.2. International Student-Faculty Exchange

6. The staff of Loyola College are renowned experts in their respective fields.

6.1. Qualification Enhancement 6.2. Performance Appraisal and Improvement 6.3. Research and Publications 6.4. Contribution to State and National Documents & Knowledge Repositories (E.g. MOOC)	6.5. Chairing sessions, Paper Presentations, Addresses 6.6. Use of ICT Tools and Resources 6.7. Programmes Organized 6.8. Consultancies 6.9. Training and Development

7. Loyola College offers a congenial atmosphere for student and staff.

1.1. Social Security 1.2. Celebrations 1.3. Women's Welfare 1.4. Picnics/Tours 1.5. Recreation	1.6. Arts and Sports 1.7. Unions and Associations 1.8. Feedback and Action taken mechanisms 1.9. Grievance and Statutory Committees