



YEARLY STATUS REPORT - 2022-2023

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.edu.in**

• Address **Sreekariyam P.O.**

• City/Town **Thiruvananthapuram**

• State/UT **Kerala**

• Pin Code **695017**

2. Institutional status

• Affiliated /Constituent **Affiliated**

• 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. Prakash Pillai R**
- Phone No. **+914712592059**
- Alternate phone No. **+04712591018**
- Mobile **9447865148**
- IQAC e-mail address **iqac@loyolacollegekerala.edu.in**
- Alternate Email address **iqaclcss@gmail.com**

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

<https://loyolacollegekerala.edu.in/iqac/wp-content/uploads/2022/12/AQAR-21-22.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/wp-content/uploads/2022/11/2022-23.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	NA	2001	03/08/2001	21/12/2007
Cycle 2	A	3.70	2007	22/12/2007	09/12/2014
Cycle 3	A	3.72	2014	10/12/2014	09/12/2021
Cycle 4	A++	3.59	2022	26/07/2022	25/07/2029

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
Institutional 1	NTS Salary	Government of Kerala	2022-23	4740767
Faculty	Salary	Government of Kerala	2022-23	20466281
Institutional 1	NSS	University of Kerala	2022-23	63963
Institutional 1	Women Cell	University of Kerala	2022-23	29297
Institutional 1	Bhoomitra Sena	Government of Kerala	2022-23	6548
Institutional 1	Bio diversity	Government of Kerala	2022-23	10000

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 **10**

- 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)

Spearhead the efforts to achieve autonomous status. Revamped Data

base management system. Timely submission of data for various government portals.

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
Spearhead the efforts to achieve autonomous status	Proposal submitted to UGC

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

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	06/09/2023

14. Whether institutional data submitted to AISHE

Part A

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Name	Date of meeting(s)
Academic Council	06/09/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	08/02/2024

15. Multidisciplinary / interdisciplinary

The programmes at LCSS are reflective of its vision and mission, the core of which is grooming conscientious professionals who are competent enough to identify and remedy social problems. As every society continues to face new and complex challenges, the programmes also go on evolving to suit the needs of the times. Though the focus is on Social Sciences, the diversification of courses and incorporation of medical- psychiatric, and personnel management components show that Loyola has always promoted multidisciplinary. In 2000, the College revamped the Social Work discipline by adding the community development component to it and leaving out the management component and letting it develop itself into a fullfledged programme. In 2013, Loyola showed its predilection for multidisciplinary by introducing MSc Counselling Psychology programme which belongs more to the science stream. The latest addition along these lines is the Disaster Management programme, which evolved in response to the recurring disasters in Kerala and the world over. This programme

is highly multidisciplinary, comprising social work, geology, environment science, public health, sociology, psychology, technology, geography, and management. The fact that the Social Work faculty conceived of it testifies to Loyola's patent predisposition to social responsiveness and integrated development, and the department's tenacious effort to keep its programme dynamic enough to be relevant to the times. Another functional paradigm at Loyola, the ECE, enhances multidisciplinary in all its activities. It is facilitated by interdisciplinary faculty teams, focusing on five preferential areas- PERCS: Programme Management, Employability, Research, Community Engagement, Sustainability, reflecting Integral Pedagogical Paradigm (IPP). We consider NEP as an opportunity to strengthen and scale up our multidisciplinary commitments. Consequently, Loyola has already taken steps to design and apply for five integrated PG programmes with multiple entry and exit options. We have also submitted a proposal for starting a new institution on the campus, focusing on new generation programmes like MSc 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.

16.Academic bank of credits (ABC):

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. also have started exploring collaboration opportunities with other prospective institutions in the vicinity. Moreover, imbibing the spirit of NEP, the College took initiative to apply to the University for integrated programmes incorporating multiple exitentry options. LCSS also has intensified the efforts to secure autonomy status which is

indispensable for enjoying enough academic flexibility to implement the NEP recommendations mentioned above. We have introduced to our students the MOOC platforms such as edX, Coursera, and SWAYAM with the expectation that once ABC is introduced, they would benefit by transfer of credits. We also plan to develop all the existing certificate programmes of the College into academic credits once the university approves the system of ABC. We hope achieving autonomy will help us adopt ABC which offers curriculum flexibility with elective choices and credit exemption for previous accomplishments, and opportunities for greater multidisciplinary, development of innovative evaluation methods, internationalization and credit exchanges, joint degrees, and twinning programmes. The new perspective plan of Loyola has appropriately incorporated all these as our future directions of expansion and growth.

17.Skill development:

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

student support clubs, Loyola Initiative for Language Advancement (LILA), Loyola Ethnographic Theatre (LET), Loyola Academy of Career Enhancement (LACE), Loyola In The Company Of Friends (LITCOF) and our ICT and environmental programmes inculcate values and skill sets in students. Our certificate programmes such as Street Theatre, PRA, SPSS, Excel, and Social Entrepreneurship aim at developing self-directed behaviour (lifelong learning) and vocational skills. The College has also signed MoUs with organisations like Project Management Institute (PMI), Bluepoint Org, Mental Health Action Trust (MHAT), and EY to offer avenues for our students to supplement the sector-specific skills. Right from its inception, LCSS also has an institutionalised Value Education Programme that is integrated into the teachinglearning process. Gender sensitisation, sustainable consciousness, inclusiveness, human rights, responsible citizenship, constitutional values, and national integration are the thrust areas in our value inculcation paradigm. We also promote a multicultural ecosystem to nourish national integration and preserve the Indian heritage. All these programmes provide students with multiple opportunities to develop life skills: thinking skills, personal and interpersonal skills. The newly conceived Multiversity paradigm on the platform of LES envisages offering programmes on compassion and new humanities founded on the philosophy of root education. The certificate programme launched under this umbrella has widened our global exposure. Students and resource persons from different continents are a part of this programme.

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

Loyola always makes a concerted effort to integrate Indian knowledge and culture in our teachinglearning practices. The College places immense value on experiential learning, which is the thrust of the Indian knowledge base. Loyola being a Social Science institution, its programmes have rich references to the Indian knowledge system and culture. We offer specific courses to promote insights on multiculturalism and religious harmony. We have switched over to Malayalam as the administrative language. The College organized a workshop with hands-on training on shifting from English to Malayalam, using Unicode, to facilitate this. We promote bilingual classroom sessions and encourage our students to undertake field visits to the indigenous community and settings to internalize the diverse culture and tradition of the region. Such exposures motivate our students to respond to the developmental concerns of these communities constructively.

For instance, our students serve as online mentors to nomadic tribal children, otherwise deprived of mainstream education opportunities. The college library has a special collection of vernacular books on Indian literature, tradition, history, culture, and a collection of 18 volumes of Bhagavatam stories. With the help of an alumnus, we have constituted a scholarship which is awarded to a student who wins an essay writing competition on Indian culture. As a matter of policy, we ensure that all freshers enroll as NSS volunteers, and all of them take part in a rural live-in camp of seven days. We also follow the policy that this camp is organized among the marginalized communities like fisherfolks and tribals. It allows the learners to internalize indigenous knowledge and value system, which complements the classroom learning. The student support clubs, such as LITCOF, organize programmes on various dimensions of Indian culture. Our value education sessions also complement this. For instance, special sessions are conducted on Bhagavad Gita and Indian spirituality, emphasizing cultural assimilation. Every year we celebrate yoga day with the full participation of teachers and students. We also promote the practice of yoga throughout the year so that our students imbibe the Indian tradition of meditation and develop harmony with nature. It enables them to synchronize their body and mind and develop their awareness of Indian heritage. National Youth Day is observed in commemoration of Swamy Vivekananda. Onam, the regional festival of Kerala, is enthusiastically celebrated, and the related competitions and performances are designed to promote cultural harmony and preserve indigenous art forms. Plans are afoot to make Loyola's engagement still more comprehensive by incorporating into it the lofty values of compassion, love, solidarity, and peace which are central to the Indian philosophy of Vasudhaiva Kutumbakam. The new certificate programme Gandhi -Mandela - Freire Fellowship launched under the multiversity platform titled 'Conscience and Compassion' is the latest initiative on these lines. A collective of fellows and animators upholding the values of root education and humanistic orientation from various countries make this programme unique.

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

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

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

20.Distance education/online education:

Appreciative of the value of distance education, Loyola partnered with IGNOU in 2009 and offered programmes like MSW and BCom, till 2015 when IGNOU stopped the partner- institution scheme. Since

then, we have been exploring the possibilities of similar tie-ups with other universities. We have initiated steps to collaborate with Sree Narayana Guru Open University, the new venture of the Government of Kerala to bring all distance education platforms under one single University. We have already decided to be a learner support centre of this University and are awaiting the programme's initiation. Adapting to online teaching was not a hurdle for Loyola during the pandemic as we had an institutionalized open-source learning management system, namely Moodle. The college had equipped all our teachers through periodic training in the use of various ICT tools. The teachers are well versed in using Moodle platform, where they notify the course schedules, upload value-added resources, evaluate the assignments, conduct tests, and evaluations. Resultantly, migrating to online platforms such as Zoom, Google Meet, Google Classrooms, MS Teams and Webex for online learning during the pandemic was hassle-free. One of our faculty members offered a MOOC on Human Resource Management in the SWAYAM platform. Loyola also experimented with a hybrid teaching-learning mode through blending traditional and technology-assisted approaches. It includes presenting relevant YouTube videos and lectures, documentaries integrated with classroom teaching. The use of PowerPoint presentations augmented this process. The facilities available in the classrooms—smart boards, high speed leased line and Wi-Fi internet, LCD projector with Wi-Fi access—enable blended learning. Whenever there were restrictions on account of the pandemic, we switched over to the online mode and transacted business as efficiently as ever by offering global sessions, webinars, online internships, workshops, and assessments. Sessions delivered online are recorded and made accessible to the students who missed them because of network issues or gadget problems. Our IT infrastructure and resources, coupled with all the initiatives mentioned above, give us more confidence to navigate online mode and hybrid teaching proactively.

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	View File

2.Student

2.1 236

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 27

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

File Description	Documents
Data Template	View File

2.3 121

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 22

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 16

Number of sanctioned posts during the year

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	View File

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2.1	236
Number of students during the year	

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File Description	Documents
Data Template	View File

2.3	121
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	22
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	16
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	14
Total number of Classrooms and Seminar halls	
4.2	100.21
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.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

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. 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.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://loyolacollegekerala.edu.in/wp-content/uploads/2022/11/2022-23.pdf

<p>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</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
<p>Details of participation of teachers in various bodies/activities provided as a response to the metric</p>	<p>View File</p>
<p>Any additional information</p>	<p>View File</p>

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
<p>Any additional information</p>	<p>No File Uploaded</p>
<p>Minutes of relevant Academic Council/ BOS meetings</p>	<p>View File</p>
<p>Institutional data in prescribed format (Data Template)</p>	<p>View File</p>

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)

3

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File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

173

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

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 biodiversity, 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.	View File

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	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

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

237

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the	A. All of the above
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institution from the following stakeholders
Students Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://loyolacollegekerala.edu.in/igac/feedback/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	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	No File Uploaded
URL for feedback report	https://loyolacollegekerala.edu.in/igac/feedback/

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 students admitted during the year

116

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

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

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

2.2 - Catering to Student Diversity

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

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.

File Description	Documents
Paste link for additional information	https://loyolacollegekerala.edu.in/loyola-student-associations/
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
236	22

File Description	Documents
Any additional information	View File

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 to scale up students' competencies by placing engagement at the core of all teaching-learning processes We use a variety of strategies for this. One of them is ICT enabled seminars to make learning interactive and participatory. Objective discussion of contemporary issues helps students see humans and matters in better light and thereby develop informed perspectives Videos, documentaries, films, and book reviews that enrich the curricular content are used for collective discussion and reflection 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 MSW (DM) and MSW have concurrent fieldwork and block placement, rural live-in camps, PRAs, participation invarious 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 assesments, action research, and community counselling Sociology department arranges visits to various settings like tribal, migrant, and fisherfolk settlements

File Description	Documents
Upload any additional information	View File
Link for additional information	https://loyolacollegekerala.edu.in/loyola-student-associations/

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

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. 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 interdepartment team of teachers provides training in SPSS and MS Excel to other teachers and develop customised macroenabled Excel sheets to enter OBE attainments.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

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

22

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality	
2.4.1 - Number of full time teachers against sanctioned posts during the year	
22	
File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded
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	
17	
File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super speciality / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File
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	
197	
File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

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.

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. 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.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

Once the internal examinations are over, the evaluated answer scripts are given back to the students concerned for verification. At the end of each semester, the teacher prepares coursewise mark sheets containing the breakdown of marks secured in tests, assignments, and seminars, and given to the students for crosschecking. The College has instituted an examination

related Grievance Committee, which includes the HoDs, faculty representatives, 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. 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	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://loyolacollegekerala.edu.in/obe/
Upload COs for all Programmes (exemplars from Glossary)	View File

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

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: 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%). 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%).

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://loyolacollegekerala.edu.in/obe/

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

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
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/wp-content/uploads/2024/05/Student-Satisfaction-Survey-2022-23.pdf>

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)

0

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

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

3.1.2.1 - Number of teachers recognized as research guides

8

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

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

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

The major innovative project activeduring this academic year is the successful functioning of of Loyola CTCRI Incubation Project in collaboration Innovation club of Loyola college of social

sciences. The project involves 5 stakeholders College in the form of seed money for the project ,CTCRI Technology part or Incubation center ,Kudumbashree women from the neighborhood, Teachers and students.

Besides many of our students submitted to various innovation promotion schemes of the state Govt & a couple of them are in the later stages to secure approval from the government.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/innovation-center/

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

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

1

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	No File Uploaded

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

5

File Description	Documents
URL to the research page on HEI website	https://loyolacollegekerala.edu.in/research-home/
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

2

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

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

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

2

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

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

The major extension activities of the year can be summarised as the following.

1. The range of activities that Palliare has managed to reach out to palliative care patients who are identified during the field engagements. After thorough need assessment the trainees were able to plan and execute various activities for the palliative care beneficiaries.

2. Various activities headed by the college NSS Unit.

3. Vimukthi campaign - Vimukthi Campaign is an initiative by Government of Kerala, started with a campaign in the month of October, 2022. Vimukthi is an anti-narcotic to highlight the seriousness of the situation and to create awareness among the people, especially the youth. It is a collective effort aims at eradicating all sorts of narcotic substances from Kerala.

File Description	Documents
Paste link for additional information	https://www.les-multiversity.net/
Upload any additional information	View File

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

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - 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

3.4.3.1 - 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

11

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

122

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

9

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

1

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

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.

Spear Head the institution's efforts to achieve the status of autonomy.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 highspeed internetconnection and printers.

ICT: The classroom transactions are augmented by an open-source teaching-learning platform (Moodle) with a customised cloud space. 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 macroenabled Excel workbook to map the outcomes as part of the OBE

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/

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 gamesThe 67 sq. m. JM Hall, renovated in 2006, with a seating capacity of 40is 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

Outdoor Facilities A 720 sq.m. open-air space with a 28 sq.m. stage, built in 2006, 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. 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/

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

14

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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)

30.02

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

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 The issue of books and journals, their reservation, and return The library user management is done through the Members Module. 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 Another helpful feature is the Stock Verification Module. It facilitates the tri-annual stock verification by enabling stock entry and report missing books 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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://library.loyolacollegekerala.edu.in/

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	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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)

2.63

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

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

41

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/it-programmes/

4.3.2 - Number of Computers

30

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

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)

70.19

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

Physical: 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.

File Description	Documents
Upload any additional information	View File
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

95

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

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

15

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

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
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File Description	Documents
Link to Institutional website	https://loyolacollegekerala.edu.in/student-support-programs/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	No File Uploaded

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

37

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

37

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

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

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

37

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

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

1

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

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

9

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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.

1

File Description	Documents
e-copies of award letters and certificates	View File
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)	View File

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. 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. 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. All the above are indicative of how students’ representation and engagement invarious 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	https://loyolacollegekerala.edu.in/loyola-student-associations/
Upload any additional information	View File

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	View File
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)	View File

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

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs
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File Description	Documents
Upload any additional information	View File

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. Vision: Fostering excellence in thinking, commitment, and engagement for holistic transformation. Mission: Engaged competence enhancement for grooming globally competent, socially sensitive, ecologically responsive, ethically rooted thought leaders and agents of change. 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. 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.

File Description	Documents
Paste link for additional information	https://loyolacollegekerala.edu.in/about-us/administration/
Upload any additional information	View File

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. 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	https://loyolacollegekerala.edu.in/about-us/administration/
Upload any additional information	View File

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). 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 ISM.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://loyolacollegekerala.edu.in/about-us/administration/
Upload any additional information	No File Uploaded

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 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	https://loyolacollegekerala.edu.in/about-us/administration/
Link to Organogram of the institution webpage	http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/6.2.2-1-Organogram.pdf
Upload any additional information	View File

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	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

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 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	http://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/6.3.1-5-Policy-Manual-on-Staff-Welfare.pdf
Upload any additional information	View File

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

0

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

6.3.3 - Number of professional development /administrative training 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

2

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

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	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Performance appraisal system for non-teaching staff: The nonteaching 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	https://loyolacollegekerala.edu.in/iqac/feedback/
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly 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	View File

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)

0

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

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 accounts. In this process, annual operational budgets with explicit knowledge of the available resources are prepared Optimum utilisation of funds: All the income is used for maintenance and upgradation of college infrastructure and

facilities and the payment of salaries to management staff. The corpus fund received from research projects is used to upgrade IT and library resources. One of the challenges we face in receiving funds is the existing stipulations of RUSA. The RUSA funding is given to affiliated colleges under two categories: 1) autonomous colleges and 2) colleges with NAAC scores between 3.26 and 3.5 as challenge fund. Although we have a score of 3.59 in the fourth 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	https://loyolacollegekerala.edu.in/alumni/fundraiser-presentation/
Upload any additional information	No File Uploaded

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 students, parents, alumni and the community, but also with other secondary agencies. 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, 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. We also commemorate various environment-related days and organise community awareness campaigns like flashmobs, streetplays, and 'one plant for one shop'. We also conduct environment audits—energy, green, water and biodiversity (led by students). Bhoomithra Sena, funded by the department of environment and climate change of the Govt. of Kerala and Beehive,

File Description	Documents
Paste link for additional information	https://loyolacollegekerala.edu.in/iqac/
Upload any additional information	View File

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. 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

File Description	Documents
Paste link for additional information	https://loyolacollegekerala.edu.in/iqac/feedback/
Upload any additional information	View File

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

A. All of the above

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)

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

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. Three of the five HoDs, the staff coordinators of 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. 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. 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

File Description	Documents
Annual gender sensitization action plan	https://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-1-Loyola-Gender-Policy-Manual.pdf
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	https://loyolacollegekerala.edu.in/igac/wp-content/uploads/2022/02/7.1.1-B-UpDoc-Gender-Facilities-Geotagged-Pics.pdf

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
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File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

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. We follow the 'reduce' principle wherever possible. 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 The liquid waste generated from the canteen and washrooms is channelled into scientifically

built underground tanks 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 Ewaste is carefully segregated and recycled Efforts are made to reduce the use of disposable plates and cups by using steel plates and tumblers Burning of dry leaves and other biodegradable or non-biodegradable waste is forbidden on the campus We also encourage bicycles for local conveyance to reduce our carbon footprint.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

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	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

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

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

A. Any 4 or All of the above

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

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	View File
Certification by the auditing agency	View File
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 of reading material, screen reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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 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 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

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

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 nationbuilding 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

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://www.les-multiversity.net/les-lcss-integration
Any other relevant information	https://loyolacollegekerala.edu.in/college_committee/loyola-nss-unit/

<p>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 and other staff 4. Annual awareness programmes on Code of Conduct are organized</p>	<p>A. All of the above</p>
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File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	View File

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, World AIDS

Day, Cancer Day, International Yoga Day and Alzheimer's Day
 Prominent international days related to sustainability that we commemorate are World Environment Day, World Population Day, Religious festivals such as Christmas and Eid are celebrated on the campus Major regional celebrations on the campus include Kerala Piravi and Onam

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
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.

1. PIMER Approach

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 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

2. Loyola Research Collective (LRC)

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

File Description	Documents
Best practices in the Institutional website	https://loyolacollegekerala.edu.in/about-us/salient-features/
Any other relevant information	Nil

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

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

- Spear Head the institution's efforts to achieve the status of autonomy.
- If the autonomy status is procured this year formulate and implement policies to institutionalise the new autonomus structure