# Yearly Status Report - 2018-2019

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1. Name of the Institution** | **LOYOLA ACADEMY** |
| Name of the head of the Institution | **DR L Joji Reddy SJ** |
| Designation | **Principal** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **04027862363** |
| Mobile no. | **6300368362** |
| Registered Email | **lacademyinformation@yahoo.in** |
| Alternate Email | **ramakovur@gmail.com** |
| Address | **Alwal** |
| City/Town | **Secunderabad** |
| State/UT | **Telangana** |
| Pincode | **500010** |

2. Institutional Status

| | |
|---|---|
| Autonomous Status (Provide date of Conformant of Autonomous Status) | **15-Nov-1991** |
| Type of Institution | **Co-education** |
| Location | **Urban** |
| Financial Status | **Self financed and grant-in-aid** |
| Name of the IQAC co-ordinator/Director | **DR K Rama** |
| Phone no/Alternate Phone no. | **04027860077** |
| Mobile no. | **9885384522** |
| Registered Email | **ramakovur@gmail.com** |
| Alternate Email | **info@loyolaacademy.edu.in** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2019/04/AQAR%202017-2018.pdf?_t=1557120309 |

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2019/03/UG-HAND-BOOK-18-19.pdf |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|---|---|---|---|---|---|
| | | | | Period From | Period To |
| **2** | **A** | **3.50** | **2011** | **16-Sep-2011** | **15-Sep-2016** |
| **3** | **A** | **3.20** | **2019** | **15-Nov-2019** | **14-Nov-2024** |

| | |
|---|---|
| **6. Date of Establishment of IQAC** | **12-Jun-2014** |

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by | Date & Duration | Number of participants/ beneficiaries |

| IQAC | | |
|---|---|---|
| Staff orientation Program | 08-Jun-2018 2 | 138 |
| Student Orientation Program | 18-Jun-2018 1 | 1244 |
| | View File | |

**8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| P Thirupathi | Minor Research Project | UGC | 2017 2 | 16500 |
| N Indira Prasad | Minor Research Project | UGC | 2017 2 | 147500 |
| | | View File | | |

| **9. Whether composition of IQAC as per latest NAAC guidelines:** | **Yes** |
|---|---|
| Upload latest notification of formation of IQAC | View File |

| **10. Number of IQAC meetings held during the year :** | **5** |
|---|---|
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | **Yes** |
| Upload the minutes of meeting and action taken report | View File |

| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |
|---|---|

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

1.Conducted Staff Orientation Program 2.Conducted Orientation Program for students 3. Facilitate external audit. 4. Conduct Academic performance indicators talk for teaching staff. 5. Participate in NIRF rankings

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

| Plan of Action | Achivements/Outcomes |
|---|---|
| Facilitate External Academic Audit | External Audit completed |
| Conduct Students Orientation Program | Conducted Students Orientation Program |
| [View File](#) ||

**14. Whether AQAR was placed before statutory body ?**

Yes

| Name of Statutory Body | Meeting Date |
|---|---|
| Loyola Academy Governing Body Meeting | 16-Apr-2018 |

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

Yes

Date of Visit

24-Jun-2017

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2018

Date of Submission

29-Jan-2018

**17. Does the Institution have Management Information System ?**

Yes

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)

The Management Information System (MIS) is a very important tool developed in Java Language with userfriendly features which are unique to our institute to support all activities held in our college by capturing, processing, storing and retrieving data on a daytoday basis. It has a demanddriven data for management to take appropriate action. The records that the management had in olden days were on paper, which used a large storage area and its processing was very tedious. Thus, timely retrieval of relevant information was difficult. Therefore, it became absolutely necessary to introduce computers and develop our own Enterprise Resource Program (ERP) in order to have a smooth functioning. Currently most of the functions/activities of our organization are carried out or assisted with the increasing use and

application of computers in either local or wide area network with the staff and students in our college. There are six modules in our ERP which deal with admission, academic affairs, accounting, workforce, purchase and examination which have different layers of roles and rights. At present the following are in use: (i) Admission: The first level admission is done through the purchase of applications online through a selection of a course/s from anywhere in the world. The Application form is filled in online and saved in our server. The second stage is a written test, followed by interviews. There is a demand of 1:3 ratio for our admissions in general. (ii) Academic: This module helps the students and staff at various levels, from attendance entry to internal valuation. This helps the students to verify their attendance daily and check their internal marks. In a word –it is an openbook system for internal stake holders. (iii) Accounting: The fee is declared in the ERP for all the courses from the office. Students can either pay through online or through challan directly into the bank. All the fees are declared transparently through the ERP only and there are no hidden charges. (iv) Workforce: All the data of the staff is available in the staff profiles for monitoring. The salaries are paid through this module, which also keeps the record of leaves availed, bank details, salary details of each staff member of the college. (v) Examination: The strength of our college is our examination system, which is ultimately supported by our ERP, beginning from registration for the examination, hall ticket generation, room allotment, invigilation allotment, dummy number generation for coding of answer scripts to keep things unidentified by the valuator. The entry of marks after evaluation is done by two operators separately. If there is any discrepancy in the entry, then the third operator enters to facilitate a fair process. Our ERP system enables us to create various types of marks sheets semester mark sheets, consolidated mark sheets, SGPA and CGPA grade sheets, provisional certificates.

## CRITERION I – CURRICULAR ASPECTS

### 1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

| Name of Programme | Programme Code | Programme Specialization | Date of Revision |
|---|---|---|---|
| BCom | 27 | International Accounting Finance | 11/06/2018 |

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|---|

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

| Programme with Code | Programme Specialization | Date of Introduction | Course with Code | Date of Introduction |
|---|---|---|---|---|
| BSc | Biotechnology, Chemistry Genetics | 06/06/2018 | 18 | 07/08/2018 |

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|---|

### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---|---|---|
| BCom | Strategic Finance | 16/04/2018 |
| BCom | Business Process Management | 16/04/2018 |
| BSc | Food Science, Nutrition, & Dietetics | 16/04/2018 |

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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| BCom | Business Process Management | 16/04/2018 |
| BCom | Strategic Finance | 16/04/2018 |
| BSc | Food Science, Nutrition, & Dietetics | 16/04/2018 |

### 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|---|---|
| Graphic Design, Arduino Technology, Calligraphy etc | 21/11/2016 | 1440 |

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|---|

| 1.3.2 – Field Projects / Internships under taken during the year | | |
| --- | --- | --- |
| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
| BCom | Honours | 52 |
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## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
| --- | --- |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Feedback Obtained • Feedback was taken from parents of students belonging to all post-graduation programs and under graduation programs during the Parent-Teacher Meeting, from the parents, and also from the students by issuing Google forms. • Parents were required to answer the following questions 1. How is the quality of teaching at Loyola Academy? 2. How are Sports facilities in Loyola Academy? 3. How are the laboratory facilities at Loyola Academy? 4. How is examination system at Loyola Academy? 5. How are library and internet facilities at Loyola Academy? 6. How is the security of students inside the Loyola Academy? 7. How is hostel facility run by Loyola Academy? 8. How is the canteen facility at Loyola Academy? 9. Does Loyola Academy promote overall development of students in cultural, sports, and extracurricular activities? 10. How are placement facilities? 11. Does students are sensitized on cross cutting issues like gender equality, environment, and sustainability, ethics and values etc., through relevant courses in curriculum as well as through community services / PLANET/ participation in various awareness campaigning's and blood donation drive, exhibition on social relevant issues etc. 12. Does the academic flexibility embedded in curriculum provide opportunities to students to pursue electives and certificate courses of their choices? 13. Does curriculum prepares you for Industry needs • Feedback on the curriculum is also taken during the Academic Council meetings from external subject experts and industry experts. • Feedback was taken from student representatives attending the Academic Council meeting. Feedback taken from students through online survey on following questions: 1. Pride and Respect for college. 2. Infrastructure facilities. 3. Parking facilities. 4. Learning resources available. 5. Laboratory facilities 6. Functioning of placement cell. 7. Efforts by college to improve teaching and learning. 8. Mechanism of grievance redressal. 9. Helpfulness of administrative staff. 10. Examination and evaluation system. 11. Fee structure. 12. Encouragement provided to students for participation in intercollegiate competitions. 13. Disciplinary practices followed in the campus. 14. Institutional sensitivity to provide educational, social, and market demand through various add-on courses, personality development programs, and career building programs, etc. Analysis • The parents were happy with the existing curriculum. • Students expressed their satisfaction with the current syllabus • The employers gave a very positive response about the curriculum and the way the students have been trained. • Subject experts give suggestions during Board of Studies meeting, Academic Council meeting, and Governing Body Meeting which will be implemented from the

next academic year onwards. Action Taken In response to the feedback received, the following actions were taken for the following academic year: • Changes were made in the components of the curriculum which were approved by University experts in the Board of Studies Meetings of the respective departments. • Maintain and monitor regular activities of college strive for excellence.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|---|---|---|---|
| BSc | B.Sc.-Chemical Technology(U.G.) | 72 | 80 | 37 |
| View File | | | | |

### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|---|---|---|---|---|---|
| 2018 | 3240 | 482 | 115 | 27 | Nill |

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
|---|---|---|---|---|---|
| 142 | 140 | 3 | 55 | Nill | 3 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Loyola Academy puts a lot of importance on the mentoring system. Loyola Academy has a formal mentoring system in place, which is a learning and development partnership between the faculty and the students, aimed at mentoring and guiding students in Academics, Spiritual Formation, Familial aspects, Intellectual Formation, Emotional Guidance, Social Commitment and Cultural Progression. Students are allotted department wise mentors from the first month itself, when they join the college. The mentor for each student will be the same teacher until they complete the course. For every 30-40 students, one faculty counsellor is appointed to guide students on an individual level in academics, co and extracurricular activities and in making informed career choices. For the same purpose, a mentoring book that keeps a track record of the students' attendance level, academic record, personal, intellectual, emotional, spiritual and familial goals is maintained for every student. The mentors make notes on areas of concern and comments accordingly. The mentoring system in the college helps in enhancing the subjective well-being of students who comes from diversified backgrounds. Students from dysfunctional families, vernacular and economically backward backgrounds find immense support and a confidante in their mentors. The mentors help such students by enabling them to share and confide their problems and insecurities such as relationship failures, low self-esteem, sexual abuse, suicidal tendencies, drug addictions, caste issues... etc. Through the mentoring system, students who need special attention in academics

are also provided remedial classes after the class hours. The aim of mentoring is to facilitate the transmission of knowledge, and psycho social support from the faculty mentor to the student mentee, through formal and informal modes of communication, during a sustained period of time, so as to enable the mentee to develop their own skills, strategies and capability. The objective is to bridge the gap between the student mentees and faculty mentors, which increases the confidence of the mentees, and helps them realise, raise and develop their potential, and to create an environment in the college, where students can approach teachers for both educational and personal guidance. Moreover it motivates students for higher studies and entrepreneurship, and to suggest strategies to overcome setbacks and obstacles. Process of Mentoring: 1) Regular meetings between the mentors and their mentees, usually on a quarterly basis. 2) Maintenance of a Mentoring Book by the mentor for each individual mentee. The Mentoring Book has sections that have to be updated on a quarterly basis by the mentor after a meeting with the mentee in the following areas of growth academic, intellectual, familial, emotional or spiritual. Outcome: The Mentoring System in the college is a conducive developmental environment for students to thrive emotionally and psycho socially. It aims at development of a holistic personality in students, through the provision of objective guidance and subjective feedback based on personal experiences. At the end of the three-year mentoring process, students have been observed to be more determined and goal oriented than before.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| --- | --- | --- |
| 3722 | 142 | 1:26 |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| --- | --- | --- | --- | --- |
| 6 | 6 | Nill | 6 | 28 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| --- | --- | --- | --- |
| 2018 | NIL | Nill | NIL |

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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
| --- | --- | --- | --- | --- |
| BSc | 11 | Nov 2018 | 20/11/2018 | 22/12/2018 |

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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
| --- | --- | --- |
| Nill | 1071 | 96 |

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the

institution are stated and displayed in website of the institution (to provide the weblink)

https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/2.6.1.pdf

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---|---|---|---|---|---|
| 11 | BSc | B.Sc. Chemical Technology | 38 | 36 | 95 |

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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/2.7.1.pdf

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

| No |
|---|
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3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

| Type | Name of the teacher awarded the fellowship | Name of the award | Date of award | Awarding agency |
|---|---|---|---|---|
| National | Nil | Nil | Nill | Nil |

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### 3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---|---|---|---|---|
| Interdisciplinary Projects | 0 | Nil | 0 | 0 |

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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

| 0 |
|---|

### 3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---|---|---|
| Gaming and Its Development | B.Sc Animation Design | 27/06/2018 |

| | |
|---|---|
| | |

### 3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|---|---|---|---|
| Nil | Nil | Nil | Nill | Nil |

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### 3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|---|---|---|---|---|
| Nil | Nil | Nil | Nil | Nil | Nill |

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## 3.4 – Research Publications and Awards

### 3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|---|---|
| Nil | Nill |

### 3.4.2 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| International | Computer Systems and Engineering | 7 | 6.62 |
| International | MBA | 2 | 1.96 |
| International | Computer Science and Engineering | 7 | 5.75 |
| International | B.Sc MSCS | 2 | 1.01 |
| International | B.Com Computers | 4 | 4.72 |
| International | B.Com Business Process Management | 1 | 5.87 |
| International | English | 1 | 5.7 |
| International | M.Sc.OrganicChemistry | 2 | 1.93 |
| International | Chemical Technology | 1 | 4.72 |

### 3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| B.Sc. Mathematics, Statistics Computer Science | 1 |
| B.Com. Honours | 2 |
| B.Com. Computers | 4 |
| B.Sc. Agricultural Science Rural Development | 5 |
| B.Sc. Animation Design | 1 |

| 3.4.4 – Patents published/awarded during the year | | | |
|---|---|---|---|
| Patent Details | Patent status | Patent Number | Date of Award |
| Nil | Nill | 0 | Nill |
| No file uploaded. | | | |

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|---|---|---|---|---|---|
| New Ranking Function for fuzzy linear programming problem and system of linear equations | S Suneela | Journal of Information and Optimization Sciences | 2018 | 0 | Loyola Academy | 5 |

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| Isolation and identification of biofilm forming bacteria based on biochemical tests and its application towards bioremediation. | Dr. Sesha Bala | Indian Journal of Environmental Protection, Vol-38 (11), pp-920-927 | 2018 | Nill | 16 | Loyola Academy |

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| Attended/Seminars/Workshops | 4 | 7 | 16 | Nill |
| Presented papers | 2 | 6 | Nill | Nill |

| Resource persons | 1 | Nill | Nill | 8 |
|---|---|---|---|---|

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### 3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
|---|---|---|---|
| Nil | Nil | Nil | 0 |

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3.5.2 – Revenue generated from Corporate Training by the institution during the year

| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
|---|---|---|---|---|
| Nil | Nil | Nil | 0 | 0 |

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### 3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|
| International yoga day | NSS Unit, Loyola Academy | 1 | 65 |

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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|---|---|---|
| Educating the farmers and rural people through Agricultural Exhibitions and other extension programmes | Appreciation | SAIRD KVK Gaddipally | 39 |
| Educating the farmers and rural people through Agricultural Exhibitions and other extension programmes | Appreciation | Prakasam KVK Jammikunta | 21 |

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3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agen cy/collaborating | Name of the activity | Number of teachers participated in such | Number of students participated in such |
|---|---|---|---|---|

| | agency | | activites | activites |
|---|---|---|---|---|
| Swacch Bharat | NSS Unit, Loyola Academy | Talangana ku haritha haram | 1 | 82 |

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**3.7 – Collaborations**

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| Research/ Book Project | Dr. Swaralipi Nandi with Prof. Stacey Balkan, Florida Atlantic University | Self | 3 |

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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|---|---|---|---|---|
| Temporary | Lab to Land | Metahelix Life Sciences, Gundla pochampally, Medchal 501401 | 18/05/2018 | 12/07/2018 | K Swetha-1 11715012018, G Nikhila- 1 11715012010, A Soumya- 111715012004 & S Supriya - 111715012015 |

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3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| International Skill Development Corporation (ISDC) | 25/05/2019 | To promote ACCAs suite of qualifications and the ACCA designation at the campus of the Loyola Academy to their students | 176 |

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## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

**4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| 32906000 | 20387158 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| Classrooms with LCD facilities | Existing |
| [View File](#) | |

## 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---|---|---|---|
| New Gen Lib | Fully | 3.2 | 2009 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---|---|---|---|---|---|---|
| Library Automation | 56959 | 13319790 | 1747 | 888580 | 58706 | 14208370 |
| [View File](#) | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|---|---|---|
| 0 | 0 | 0 | Nill |
| No file uploaded. | | | |

## 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|---|---|---|---|---|---|---|---|---|---|
| Existing | 679 | 11 | 1 | 2 | 2 | 8 | 23 | 1 | 0 |
| Added | 65 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| Total | 744 | 11 | 1 | 2 | 2 | 8 | 26 | 1 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| 1 MBPS/ GBPS |
|---|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| Characteristics of DC shunt Motor | https://www.youtube.com/watch?v=6lM5cJUSitU |

| | |
|---|---|
| Back EMF and its Significance in DC Motor | https://www.youtube.com/watch?v=iO6MYWbvwEk |
| Problem on Delta/ Star Conversion: Tutorial Problems No:2.6 B.L Theraja Vol-1. P.G.N-143 | https://www.youtube.com/watch?v=GIFwX3u6hNo |
| UNIT 4 : NETWORK THEOREM AND TWO PORT NETWORK | https://www.youtube.com/watch?v=8mwvVI2b9iY |
| Linear Integrated Circuits Unit 1 : Fundamentals (Short Answers Questions) | https://www.youtube.com/watch?v=B-K1JHZd2aY |

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|---|---|---|---|
| 16324000 | 16682531 | 13986000 | 18863703 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Planning and Evaluation committee of Loyola Academy, under the guidance of the Rev Fr S Raju SJ, Rector the college, is responsible for ensuring the physical, academic and support facilities and for the planning, construction, operation and maintenance of all the facilities. The support facilities include manpower. material and machinery. The responsibilities of the committee are: 1) The campus is maintained clean by utilizing the services of supporting staff. 2) Water tanks are periodically cleaned and marked on the tank. 3)Campus greenery is maintained regularly by gardener. 4) The campus is under CCTV surveillance. 5)Daily cleaning and maintenance of washrooms. 6) Planning and developing campus facilities and playgrounds through integrated programs of renovation, alteration, new constructions, and maintenance. 7) Providing support to all Loyola academy campus events and ceremonies. 8) Supporting the energy and environmental initiatives of the college. 9)Maintaining technical equipment. 10) Support for sports activities. 11) Support to library. 12). Monitoring annual maintenance of necessary items. Specific procedures are followed for utilization of resources: 1) the seminar halls can be booked and utilized by any faculty after permission from the principal, 2) labs are utilized regularly according to the lab timetables maintained by each department. Each lab has an attender and a technician to look after its proper functioning 3) sports complex is managed and utilized by the physical education director for intra-college and inter-college events. 4) Each department is responsible for the maintenance of its departmental infrastructure including classrooms, labs, ICT tools etc. In case of repairs, an indent specifying the problem has to be submitted to the principal by the HOD, whereby necessary steps are taken thereafter.

https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/4.4.2.pdf

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

## 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|---|---|---|---|
| Financial Support from institution | Management Scholarship | 517 | 5347440 |
| Financial Support from Other Sources | | | |
| a) National | Nil | Nill | 0 |
| b)International | Nil | Nill | 0 |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|---|---|---|---|
| Mentoring | 30/08/2018 | 3722 | Loyola Academy |
| Language lab | 21/06/2018 | 1230 | Loyola Academy |
| Remedial Coaching | 03/07/2018 | 230 | Loyola Academy |
| Soft Skill Development | 02/07/2018 | 50 | Loyola Academy |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
|---|---|---|---|---|---|
| 2018 | guidance for competitive examination | 156 | Nill | Nill | Nill |
| 2018 | career counselling | 1386 | Nill | Nill | Nill |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---|---|---|
| Nill | Nill | Nill |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---|---|---|---|---|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| Deloitte, Genpact, TCS | 592 | 353 | Infosys, Cognizant, | 62 | 62 |

| | | | Wipro etc. | | |
|---|---|---|---|---|---|

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|---|---|---|---|---|---|
| 2018 | 428 | B.Sc., B.Com, BA, BBA, M.Sc. | Nill | Nill | Nill |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---|---|
| CAT | 2 |
| Any Other | 7 |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---|---|---|
| Badminton (Men ) | Intramural | 75 |

## 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|---|---|---|---|---|---|
| 2018 | Euphoria -2018: St. Mary's College | National | Nill | Nill | 11171701 4008 | Gehna Ahuja |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Loyola Academy student council is a crème de la crème body of the college whose primary function is to bridge the gap between the students of the college and the management. The responsibility of effective execution and correct interpretation of the reforms undertaken by the college management for the betterment of the students lies with this elite body. The selection of the student council happens through a well defined three tier process that is designed to harness the power of true leaders. The student council conducts various activities in college including fundraisers for social causes, cultural activities, festive specific events and the college cultural fest – Resonance. They actively inculcate the habit of participation in various extra-curricular activities right from when the students step into the portals of Loyola Academy. The Fine Arts Secretaries lead the college choir. The Cultural Secretaries looks into the cultural activities of the college mainly dance,

drama, etc. The Literary Secretaries are the Master of Ceremonies for most of the events. The Documentation Heads make reports and write articles on every event that takes place in the entire college. The Hospitality Heads look into the decorations and arrangements that must be done during a college event. They make sure all the necessary refreshments and requirements of the guests are met before an event starts The Media Heads act as a link between the college and the various media organizations. The Official Photographers form an important part of the council. Every event must not only be documented in writing but also in pictures. One of the best practices of the college is to conduct Clubs every year. The functioning of these clubs is undertaken by the Club Secretaries who work with Club in-charges to make sure the smooth functioning of the Clubs. They organize dates and classes for the clubs along with the management. They also take care of the allotment of students into the club preferred by the students. The Event Coordinators look into the planning and detailing of every event. The creative heads design every event. The student council members are also a part of the various committees and governing bodies of the college such as for example, The Head Boy and Head Girl are a part of the academic council and are free to state their views and suggestions to improvise the curriculum. Apart from this the student council members are also a part of various other bodies such as the discipline committee, the women empowerment cell etc. They ensure that the opinion of the students is heard at such important bodies and committees. The student council also acts as a grievance forum for students to address their issues in case they are not comfortable with approaching the management. Important messages and notices pertaining to matters such as Examinations, rule changes are conveyed as a point of double check by the student council.

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Loyola Academy Alumni Association is a statutory body in the college that is registered under the Telangana Societies Registration Act, 2001. The association organizes Alumni/ae meet on every second Saturday of November. The objective of this association is to keep a track of all the alumni of the college and their pertinent data, while fostering and promoting close relations among the alumni themselves. It provides a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. It also inculcates the spirit of volunteering and cooperation amongst the Alumni Since Loyola Academy is a 35 years old institution with an approx. number of 1,200 graduate annually, students get the benefit of being a part of an exceptionally large and powerful alumni network. Since the year 2013, LAAA has been fundraising to build a strong endowment fund. It operates through a network of national and international chapters. Loyola Academy is also associated with the Federation of Jesuit Alumni Association (JAA), which is an association of all alumni associations of Jesuit Academic Institutions in India. JAA is a forum for networking amongst Jesuit Alumni across India to play a role in shaping public policies in favor of secularism, poverty alleviation, women empowerment, upliftment of the marginalized, safeguarding human rights, preservation of the environment and spreading literacy. The Correspondent of Loyola Academy usually serves as the director of LAAA. Loyola's alumni straddle all spheres of activity - management, government, journalism, arts, sports, academics - and form a remarkably influential network. Alumni Contributions towards the College: 1. Personality Development Program: The Alumni of the college in collaboration with their place of work organize personality development programmes. 2. Career Advising: They are well placed and take the opportunity to advise and support the students. 3. Industry-Institute Interaction: With

support from the work place, they organize industrial visits and interactive sessions. 4. Placement Assistance: They stand first in providing internships and job opportunities for the deserving candidates. 5. Project Assistance for Final-year Students: The Alumni serves as guides and mentors for the final years during their thesis work. 6. Arranging Seminars, Guest Lectures and Workshops for Students: They are instrumental in organizing various academic activities in collaboration with their respective departments. 7. Alumni Serving as Faculty Members: The institution helps the Alumni by providing employment opportunities as faculty members. 8. Monetary Contributions for Developmental Initiatives: The Alumni, as a taken of gratitude contribute monetarily for the development of the institute. As Jury Members and Panelists of Cultural, Literary and Fine Arts Events: The Alumni is honored as panelists and judges for various events in the college based on their talent and aptitude.

5.4.2 – No. of registered Alumni:

| 887 |
| --- |

5.4.3 – Alumni contribution during the year (in Rupees) :

| 0 |
| --- |

5.4.4 – Meetings/activities organized by Alumni Association :

| One |
| --- |

# CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The college management believes in decentralized governance and participative management. Teaching and nonteaching staff members share the administrative responsibility of the college and contribute in the smooth working of the administration. The Management delegates all the academic and operational decisions based on policies to the Academic council headed by the Principal in order to fulfill the vision and mission of the institute. The Academic council formulates common working procedures and entrusts the implementation with the faculty members. The administration is decentralized to a great extent by a delegation of responsibilities with Vice principals, Deans, Head of the Departments, and Coordinators. Periodical meetings of the constituted committees are held to plan, execute, monitor and evaluate the intended activities both for the current academic year and for the next five years. A benchmark is set for every activity to ensure quality administration through concerted efforts of all the stakeholders A periodical review of syllabus and curriculum is regularly done for each discipline and department to update and deliver quality education to the students. The role and functions of the Board of Studies and Academic Council are closely monitored to assist them to function effectively. The faculty members are involved in decision making at various levels. At the Department level, the Head of the Department holds the responsibility of motivating and mobilizing the suggestions and feedback from the staff members in all aspects of administration and academics. Heads / Coordinators pass it on to the Principal in the appropriate forum facilitating the process of decision making. Staff members hold various administrative positions which are as follows: Vice-Principals, Deans, HoDs, Members of Academic Council, College Council, Governing Body – thus creating a platform for the faculty to be actively involved in decision making. Further, the staff members are encouraged to assist the management in decision making both through individual suggestions/representation and / or through the Staff Association.

To enhance the process of developing alternatives to facilitate effective decision making, the various academic and administrative statutory bodies/committees are involved by the management of Loyola Academy. The quantitative and qualitative factors of decisions propounded by any department are analyzed by the superior body along with cost-effective analysis and the final decision is arrived at in the presence of the stakeholders, thus giving full credit to the participants who are expected to use their creativity and innovation in the process of decision making. The process of decision making in Loyola involves the following statutory bodies: Governing Body – College Council – Academic council – Administrative Council – Forum of Heads of Departments and Coordinators – Departmental Board of Studies. Apart from this Officials Forum, Students' Forum also have been consulted on matters of concern related to the students.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
| --- | --- |
| Curriculum Development | The template for the overall curriculum is prepared through consultative process among the various stakeholders initiated by the Academic Deans. Based on their inputs, courses are stipulated and contents are prepared. The Course Outcomes are outlined in alignment with the Programme Specific Outcomes which ensure the fulfilment of Programme Outcomes. The curriculum is placed for approval by the department in the Board of Studies (BOS) which is constituted as per prevailing norms of the Osmania University that includes members from the industry, representation from students and alumni. It is then placed for approval in the Academic Council. |
| Teaching and Learning | All programmes have the formal pedagogy of teaching and learning within the curriculum with stipulated marks and grades such as assignments, seminars, projects, field trips, industry visits, internship, lab work and taking up courses in MOOCs. UG PG students submit projects research on socially relevant areas for their dissertation. |
| Examination and Evaluation | The COE office has its exclusive software to manage its various requirements. All aspects of the system are completely automated starting from online registration to downloading results and verification. The IQAC conducts quality audit through department evaluation at the end of |

| | each year for improving the academic quality. Students can peruse the valued answer scripts of the internal tests. There is a provision to apply for revaluation of answer scripts of the final examinations. |
| --- | --- |
| Research and Development | The college has established four exclusive Research Centres- Computational Research Lab, Central Research Lab, Horticulture Research Station, Electronics and Instrumentation Lab, and Animation Design Center to create a better scientific world through research and publications and also in training. Staff are encouraged to attend workshops to hone their skills and faculty development programs are also organised regularly by the college. Students do mini research projects as a part of their curriculum and present research papers in national and international conferences. |
| Library, ICT and Physical Infrastructure / Instrumentation | Loyola Academy has a library with latest holdings in print form resource, electronic information resources, electronic online resources (Nlist, DELNET), an E-learning center and special collections. Every classroom in enabled with ICT resources and 2 smart-boards. Physical infrastructure includes 42 labs, 75 classrooms, 12 computer labs, grounds, 6 academic blocks, 3 conference halls, 2 board rooms, 2 hostels, 2 canteens, sports facilities, RO water plant, solar power system, rainwater harvesting, agriculture farms, bakery and processing unit, green house, polyhouse, engineering workshops, NSS office, NCC office, weather forecast station, doctor's room, stationery shop, bus, waste management, generator, bank, lift and railings. |
| Human Resource Management | The recruitment process has been carried out by as per the guidelines of UGC and Osmania University. The Correspondent appoints staff for aided and management vacancies. The IQAC plays a vital role in bringing out an Academic Staff Performance Indicator that incorporates details of lectures delivered, remedial learning programmes and supports extended to slow learners for enhancing their competency. It also throws light on the awards, research efforts, publications, organizing and |

| | |
|---|---|
| | attending conferences and academic programmes by the staff members. The score sheets are prepared by the IQAC and submitted to the management for appropriate actions. |
| Industry Interaction / Collaboration | The curriculum of both UG and PG has a component of internship. Hence all students have to undergo a month of internship and get the exposure from work settings through this many linkages are created for industry and academia interaction. All departments regularly organize guest lectures, endowment lectures, seminar, conferences, workshops and other academic activities always in collaboration with industry. A representative from the industry is always a part of curriculum development of the college. |
| Admission of Students | Loyola Academy was established by the Society of Jesus as a religious minority college, adheres to the State Government of Telangana regarding admission of students to various courses offered in the college. Loyola Academy follows an inclusive admission policy which is unique and dynamic. Loyola welcomes applicants from diverse social, cultural, economic, ethnic and geographical backgrounds. Admission in Loyola College encourages i. First Generation Learners ii. Dalit Christians iii. Orphans iv. Dalits of other Community v. Widows' Children vi. Economically Poor vii. Neighborhood Children viii. Sportsmen. The admission process is done completely online. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
|---|---|
| Planning and Development | The secretary and correspondent collects budgets from various departments/units for the funds allocation at the start of the year. All requirements are processed through ERP. At the end of the year departments and units are expected to submit a detailed report on various activities with the resources utilized to the management through the ERP portal. |
| Administration | The college has a data management system through ERP covering various aspects of academics and administration. Students attendance, continuous internal assessment marks, |

| | registration for further programs and purchase of various requirements of departments and centers are effectively and efficiently managed through ERP system. This system enables a fool proof mechanism for documenting, monitoring and controlling various transactions which are financial, academic and administrative in nature. Students Attendance is recorded and monitored through ERP. Also, there is a provision for online payment. Registration of Optional papers are also done online. |
|---|---|
| Finance and Accounts | It strategizes various measures of raising funds and inspects the monitoring of such usages. The finance committee prepares the budget for the academic year by considering the requirements of the departments, various units, research units and offices. Income and Expenditure are closely monitored by Financial officer and audited statements. A proper procedure for the purchase is carried out with the help of ERP by the purchase committee. The Finance department monitors the utilization of total expenditure of the various units. Fund requirements which are not budgeted but required on special permission are usually considered on the basis of the proposal. |
| Student Admission and Support | Loyola admits students based on merit and preferential options in admission for young aspirants from the marginalized sections of the society. An exclusive service unit, LSSS, was established to offer academic, financial and personal support services, such as Scholarships, Management Concession, Free Noon Meal, Special English Program, Supplementary Education, Special Coaching. |
| Examination | Use of all infrastructural facilities for the conduct of examinations which include computer systems, heavy-duty printers, scanners, cameras, exclusive software and vigorous checking mechanisms Prime effort to establish integrity and confidentiality Complete automation of all examination procedures, from registration, issue of hall ticket, online entry of marks, generating mark lists and online transcripts Internal marks entered into the ERP by teachers End Semester |

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|---|---|---|---|
| 2018 | Mr.Ravinder | SAI Food and Nutri Summit | Sri Satya Sai Institute of Higher Learning | 4000 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|---|---|---|---|---|---|
| 2018 | Work Shop on Digital Marketing | BBA | 06/07/2018 | 07/07/2018 | 60 | 3 |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---|---|---|---|
| Evaluation reforms in Higher Education | 1 | 18/07/2019 | 19/07/2019 | 2 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Full Time | Permanent | Full Time |
| 142 | 142 | 59 | 59 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| 1 | 1 | 0 |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Financial planning ensures consistency of goals, aligning the growth objectives of the institute with its financial requirements. It also supports the strategic growth of the organization. To Begin with, the institute plans and accumulates the right amount of funds by gathering the inputs and requirements from its associated departments. • Financial Planning is exercised well in advance for the organization and efficient Budgeting Controlled mechanism is done by involving the various Academic Departments and Administrative Sections of the Institute. • Financial planning and review is done in periodic intervals through a statutory - Finance Committee headed by the Correspondent, the Principal, the Treasurer, and the Dean of Development Affairs as members in coordination with different departments and committees of the college. • The Finance Committee meets twice a year and reviews the income- expenditure statements and suggests further action plan. The management, through the Governing Body, looks into income and expenditure pattern and pragmatic recommendations are given. • A well-structured financial section is implemented and every financial transaction is recorded through a software (ERP). • The financial rules are in place in the Institute and "No- Cash" Transaction System is followed. Fee Payment is done only through the online mode, by direct payment into Bank through Challan. A flexible financial system allows spending more than the allocated budget if need be a. Optimal utilization and execution of the budget is monitored through internal and external auditing. An internal audit is conducted on a quarterly basis and the statutory external audit is conducted periodically by charted accountants. All government scholarships and funds received from the government as grants are audited separately by the Auditor appointed by the government and is filed in the income tax annually. Audited financial statements are made public and submitted to the statutory and regulatory bodies. An effective financial management system is in place and is helping the institution in overall growth. The annual financial audit was conducted for the academic years 2014-2015, 2015-2016, 2016-2017,2017-2018 and 2018- 2019.

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

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|---|---|---|
| Nil | 0 | 0 |

**No file uploaded.**

6.4.3 – Total corpus fund generated

| 4803412 |
|---|

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|---|---|---|---|---|
|  | Yes/No | Agency | Yes/No | Authority |
| Academic | Nill | Nill | Yes | IQAC Loyola Academy |
| Administrative | Yes | Recognized Charted Accountant | Yes | Finance Officer, Loyola Academy |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| 1. Parent-Teacher Meeting 2. Investiture Ceremony 3. Convocation |
|---|

| 6.5.3 – Development programmes for support staff (at least three) |
|---|
| 1. Employee Provident Fund 2. Loyola Academy Staff Welfare Association |

| 6.5.4 – Post Accreditation initiative(s) (mention at least three) |
|---|
| 1. Orientation Programmes 2. Internal Auditing 3. Training staff for NAAC accreditation process via seminars |

6.5.5 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | Yes |
|---|---|
| b)Participation in NIRF | Yes |
| c)ISO certification | Nill |
| d)NBA or any other quality audit | Nill |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|---|---|---|---|---|
| 2018 | Student Orientation Programme | 07/06/2018 | 07/06/2018 | 09/06/2018 | 142 |
| No file uploaded. | | | | | |

# CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|---|---|---|---|
| | | | Female | Male |
| Orientation Program for Voice for Girls Boys(Summer Paid Internship) | 27/02/2019 | 27/02/2019 | 200 | 300 |
| Gender Sensitization Programme for first year students | 01/08/2018 | 01/08/2018 | 31 | 27 |
| Gender Sensitization Lecture for second and third year students | 12/07/2018 | 12/07/2018 | 54 | 58 |

| 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as: |
|---|
| Percentage of power requirement of the University met by the renewable energy sources |
| 19.89 |

| 7.1.3 – Differently abled (Divyangjan) friendliness |

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Physical facilities | Yes | 2 |
| Provision for lift | Yes | 2 |
| Ramp/Rails | Yes | 2 |
| Braille Software/facilities | No | Nill |
| Rest Rooms | Yes | 2 |
| Scribes for examination | Yes | 2 |
| Special skill development for differently abled students | No | Nill |
| Any other similar facility | No | Nill |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|
| 2018 | Nill | 1 | 20/07/2018 | Nill | PLANET | Students of B.Sc. Chemical Technology visited Shivananda Rehabiliatation Home, Kukatpally, Hyderabad .It is a home for the Lepors. Students cleaned the rehab home and enquired about their well being. | 37 |
| 2018 | Nill | 1 | 20/05/2018 | Nill | PLANET | Students of B.Sc. Agricultu | 50 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | ral Science Rural Development (Sec- A) visited Masireddypally Village, Medchal Mandal, Rangaeddy District, Telagnana ,. It is an adopted village of Loyola Academy.Students conducted house to house survey regarding water an | |
| 2018 | Nill | 1 | 27/08/2018 | Nill | PLANET | Students of B.Sc. Agricultural Science Rural Development (Sec- B) visited Konaipally Village, under Medchal Mandal, Rangaeddy District, Telagnana, which is | 52 |
| 2018 | Nill | 1 | 22/12/2018 | Nill | BBA DEPARTMENT | On the occasion of Christmas, the students of the dept. of BBA pooled up approxima | 35 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | tely Rs. 6,000, and visited the NGO unit, TAPASVI (Talented Aspirats People's Action for the Society to Vigorous India, Hy derabad) on 23rd December 2018. They bought 3 | |
| 2018 | Nill | 1 | 30/08/2 018 | Nill | PLANET | Students of B.Sc. Computer Science E ngineerin g spent one day with the Specially Challenge d Children at Swayam Krushi, Y apral.Stu dents set out to teach specially challenge d children along with the special educators in identi fying the colours and nu | 60 |
| 2018 | Nill | 1 | 30/11/2 018 | Nill | PLANET | Students of B.Sc B iotechnol | 51 |

| | | | | | | ogy (UG) spent one day with the children infected with HIV/AIDS at AGAPE Home at Uppal.They were given an orientaion about AGAPEHOME and HIV/AIDS by the Director Lt Col. Mr Joseph .Student spent some time with the inmates le | |
|---|---|---|---|---|---|---|---|
| 2018 | Nill | 1 | 01/12/2018 | Nill | PLANET | Students of Computers systems and Engineering visited Home for the Disabled at Bansilalpet. They spent time with the disabled children and elders who were abandoned by their own family members. Students had interaction | 51 |

| | | | | | | with the inmates and neglected | |
|---|---|---|---|---|---|---|---|
| 2018 | Nill | 1 | 18/01/2 019 | Nill | PLANET | Students of B.Com. Business Studies spent one day with the desti tutes at Friends and Birds of the Air Ashram(A house for the wandering Destitute s) run by Rev. Fr. Paul which is located in Bandla guda near Nagram, H yderabad. After a brief ori entation | 55 |
| 2018 | Nill | 1 | 26/01/2 018 | Nill | NSS | As part of social service the NSS v olunteers visited an orphanage at bowenp ally operated by Jesuit priest. The orphanage consistin g around 180 students the volun teers par ticipated in the ce | 23 |

| 2018 | Nill | 1 | 07/12/2018 | Nill | NSS | On the guidelines of the district election officer NSS volunteers of Loyola were posted at various polling booths to help the old and p hysically challenged voters at polling booths on the polling day | 12 |

[View File](#)

7.1.5 – Human Values and Professional Ethics

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| Core Values and College Handbook | 11/06/2018 | Loyola Academy's Educational philosophy is characterized by 4 objectives – Quality, Commitment, Values and Career. At the core of this tradition are certain transcendent institutional values, they are as follows, |
| Core Values and College Handbook | 11/06/2018 | IPP - Ignatian Pedagogical Paradigm ,i.e., Learning through Context, Experience, Reflection, Action and Evaluation. |
| Core Values and College Handbook | 11/06/2018 | Academic excellence - Academic excellence describes the great importance that Jesuits have placed on the mind as a means for uncovering truth and discovering |

| | | | meaning. |
|---|---|---|---|
| Core Values and College Handbook | 11/06/2018 | | AMDG - Ad Majorem Dei Gloriam Inque Hominum Salutem (For the Greater Glory of God and the Salvation of Humanity) is the motto of the Society of Jesus and of the college. It means any work that is not evil, even one that would normally be considered inconsequential to spiritual life, can be spiritually meritorious if it is performed in order to give glory to God. |
| Core Values and College Handbook | 11/06/2018 | | Magis - Magis is a Latin word that means more or greater. Magis refers to the philosophy of doing more for Christ, and therefore doing more for others. Magis is the value of striving for the better, striving for excellence. Loyola Academy believes in Magis-driven leadership. |
| Core Values and College Handbook | 11/06/2018 | | Cura Personalis- Cura Personalis translates as "Care of the Person". Cura Personalis suggests individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights. |
| Core Values and College Handbook | 11/06/2018 | | Good Samaritan - Loyola Academy, through its various extension and social outreach programmes aims at moulding a Good Samaritan in all its students. |
| Core Values and College Handbook | 11/06/2018 | | Interreligious Understanding Community in Diversity - Loyola Academy comprises a wide variety of religious traditions, the |

| | | Interfaith Forum and the Campus Ministry of the college supports Roman Catholic, Protestant, Orthodox Christian, Hindu, Muslim, Sikh, Jain and Buddhist student groups. |
|---|---|---|
| Core Values and College Handbook | 11/06/2018 | Contemplation in Action - Contemplation is a critical dimension of the spiritual life and it is reflected in Loyola Academy's commitment to daily prayer, Eucharistic worship and retreats. |
| Core Values and College Handbook | 11/06/2018 | Sustainable development - Sustainable development can be classified as development that meets the needs of the present without compromising the ability of future generations. Loyola Academy views the term sustainability as humanitys target goal of human-ecosystem equilibrium (homeostasis). |
| Core Values and College Handbook | 11/06/2018 | Forming Whole Persons of Solidarity for the Real World: Unity of Heart, Mind and Soul - God created our mind, heart and soul to exist in cohesion with one another. Developing the whole person and integrating all aspects of our lives into an unwavering expression of character and heart is central to Jesuit pursuit. Therefore, Loyola Academy places emphasis on developing the whole person and integrating all aspects of their lives. |
| Core Values and College Handbook | 11/06/2018 | Women and Men for and With Others - Being engaged in community is a core value of the Jesuit tradition urging that all men and women should |

| | | | share gifts generously, pursue justice, and show concern for the poor and marginalized. Loyola Academy believes all people all have a responsibility to make the world a better place for one another and a responsibility to care for one another's humanity by helping it flourish. Loyola Academy uses this value to broaden students' understanding of cultural and global differences and increase civic engagement. |
|---|---|---|---|
| Core Values and College Handbook | 11/06/2018 | | Forming Educating Agents of Change - The Jesuit tradition believes in teaching behaviours that reflect critical thought and responsible action on moral and ethical issues. Instead of shying away from using intellect or growing in their understanding, they apply critical thought to every pursuit, as it works together to illuminate a perspective of the world and culture around them. Loyola Academy achieves this end by teaching behaviours that reflect critical thought and responsible action on moral and ethical issues. |
| Core Values and College Handbook | 11/06/2018 | | Professional Ethics - The college Handbook is given to staff and students to follow the guidelines and procedures during their course of study and work in the college. The content in the handbook is designed to inform the incumbents about the academic, social and personal development opportunities available in the campus. The Handbook encompasses |

| | | | Prayer, National anthem, Pledge of nation, Origin and history of the college, statement of Vision and Mission of college, History of college, Programmes of study, Statutory and non Statutory committees, Administrative structure, Governing body, Academic Council, Board of studies, academic audit cell, Staff council, Internal Quality Assurance Cell, Planning and Evaluation Committee, Examination co ordination committee, Awards committee, Incubation committee and many more. |

### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
| --- | --- | --- | --- |
| Daily Morning Prayer, Teachers Day, Christmas Celebrations etc. | 21/06/2018 | 22/03/2019 | 5866 |

[View File](#)

### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Plastic free Campus 2. Waste Management : Vermicomposting of wastes in the Campus 3. No vehicles are permitted to move inside the campus 4. Recycling of Solid and e-waste (MOU with Recykal) 5. Maintenance of green canopy of the campus 6. Rooftop Rainwater harvesting for recharging ground water levels. 7. Regular events for generating environmental awareness among students and staff members through seminars, awareness programs and plantation drives. 8. Use of renewable energy sources: Solar Energy

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

BEST PRACTICE - 1 Title of the Practice: Promoting Job Oriented, Skill based and Employability Viable Courses. Objectives of the Practice: • To produce work ready or employable graduates with multiple skills. • To develop employability skills in the students, so that they make an immediate contribution to the workplace when recruited. The Context: Graduate employability is a key issue for higher education. With the expansion in higher education and recent economic downturn, there is an intense competition for jobs in the graduate employment market. Hence, in order to promote the quality of human resources and to make use of them in the pace of development of the country's economy, Loyola Academy, under the aegis of Osmania University, has introduced Job Oriented, Skill based and employability viable courses to equip the students with employable skills and competencies required as per the global needs. The Practice: The current business environment focuses on developing strategic skills and work experience by giving importance to higher education for employability. First a feasibility study is carried out by the management which

comprises of parameters like selection of course in demand and need of the moment, resources to teach, fees to be charged, linkup with industries and student placement. Later the proposed course is introduced in the academic council. There is a discussion by the esteemed body and subject experts give their opinions and grant permission to start the course. In the year 2018-19, three new courses were started - Food Science Nutrition Dietetics, B.Com. (Honours) Strategic Finance and B.Com. Business Process Management. Evidence of Success: Loyola Academy is known for its Placement record. Some students proceed further to higher education, mastering the subject and some turn into entrepreneurs and set up their own firm. Problems Encountered and Resources Required: Courses are expensive. Faculties trained in those subjects demand high salaries. BEST PRACTICE - 2 Title of the Practice: Management Scholarships to economically disadvantaged, meritorious and extraordinary Students. Objectives of the Practice: As per the Mission statement of the College - to form "Men and Women for others" and mould our students as global citizens with Competence, Conscience, Compassionate and Commitment special concern is shown towards the socially and economically underprivileged students. The management of Loyola Academy aims to encourage deserving students and ensures that no student should be deprived of education due to want of resources. With this mission in mind, the college ensures through Government and Management Scholarships that no one is impoverished of the right to education at Loyola Academy, Alwal. The Context: The following two challenges were to be discussed before implementing the scheme, 1. Eligibility Criteria for the selection of the needy and deserving students. 2. Budget allocated to disburse scholarships. In a series of continuous discussions in Academic Committee and Governing body meetings, it was resolved that criteria-based mechanism be developed to implement the policy. Scholarships are awarded based upon various criteria such as academic merit, diversity and inclusion, athletic skill, financial need, BPL category etc. SC/BC/OBC students are given scholarships as per the norms and directions of the Government. The Practice: A notice is released by the Management to the students regarding the release and submission dates of the scholarship forms. Eligibility requirement to win a Scholarship are as follows,

- Students whose academic track record is good with no backlogs and • Annual Family income must not exceed Rs.1, 50,000/-p.a. They have to submit the application form along with the proof of the income certificate to the concerned Block Incharges. Head of the Departments scrutinise the students and forward the list to Black In Charges. A committee which comprises of teaching staff and management scrutinises the applications and decides the amount to be given to students. Depending on the number of applications received for the scholarship, the amount is disbursed from the budget. A list of eligible candidates is released. Management then makes the payment. Maximum number of students are covered under Management Scholarship. The college has always given financial aid to every student who has applied so far. No eligible students has been denied this aid. Evidence of Success: The results of the practice can be measured in the following manner: 1. This year the management aided 517 students in college(UGPG). In totality, the amount reimbursed was Rs.53,47,440 which is a significant move towards aiding economically disabled students. 2. The enlistment ratio of students from impoverished societies has increased in the past years and has benefitted many of them. Problems Encountered and Resources Required: The college is not able to reimburse the total amount of fee to the students due to limited amount of funds and more number of economically deprived students.

| Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link |
|---|
| https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/best_practices_f.pdf |

## 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

INSTITUTIONAL DISTINCTIVENESS Title: Maintaining Environment friendly attitudes and practices to ensure sustainability in all sections of Campus life. A clean environment is a basic necessity of human beings for health and efficiency. Loyola Academy aims at imparting knowledge, creating awareness and developing an attitude of concern and to nurture necessary skills to handle the environmental issues and challenges. The semi urban region and green landscaping of Loyola Academy are the necessary features for shaping and sustaining an eco-friendly campus. The college is spread over 132.38 acres of lush green area. The campus is an abode of wildlife species such as chameleons, peacocks(200-300 in number), sparrows, migratory birds, different species of snakes, rabbits, different types of butterflies, insects etc. College conducts Green Audit by external peers. The objective of the Green Audit is to promote environment management and conservation on the college campus and sensitize the students to the real concerns of environment and its sustainability. Department of B.Sc. agricultural Science and Rural Development has taken the initiative of labeling the plants on the college campus. There are about 91 identified species of trees, shrubs, herbs and climbers in the campus. There are about 2800 fully grown trees (10 years or more), 1200 half-grown trees (below 10 years), 722 bushes, 1000 young trees and plants (below five years). The college has developed beautiful campus with lawns, ornamental garden, botanical garden, cactus garden as well as grapes, amla, avocado, breadfruit, jackfruit and many more. Department of Agriculture Science and rural Development has developed Vermicomposting and General composting units on the campus. The objective is to create awareness of the solid waste management and recycle solid waste from the college campus and produce economically important manure. This manure is used for organic farming. The students then sell the manure and the organic farm yields to the staff and students at minimal price under the, "earn while you learn program". Borewell recharge pits are constructed on the college campus for harvesting the rainwater. Rain Water harvesting pits and check dams are used to interrupt the flow of water and flatten the gradient of the channel, thereby reducing the velocity during heavy rain. The Institution has set up four RO plants that are functioning well to supply pure drinking water to the college and to the hostels. Water that is pumped out from RO plants after the filtration process (Reject water) i.e hard water with excess of dissolved salts is stored in sumps and tanks and is used for gardening and plantation. The College is using renewable energy like solar energy street lights along the roadside on campus. The capacity of college's Solar grid has been increased from 56 KW (225-275 Units a day) to about 153 KW (700-750 Units a day) to achieve 75 energy independence by the upcoming academic year, with a combination of energy conservation practices. For proper disposal of solid, liquid and e-waste, college has made MOU with Recykal Pvt. Ltd. Signboards/ Posters are displayed on the college campus for encouraging.

| Provide the weblink of the institution |
| --- |
| https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/ID.pdf |

## 8.Future Plans of Actions for Next Academic Year

The Colleges IQAC has outlined the broad goals that the College should aim for during the next academic year 1) In order to increase business participation and employability among students, the industry-academic interface must be strengthened: Collaboration between industry and academia is critical for technological innovation and progress. While industry frequently focuses on solutions with immediate commercial value, academia focuses on developing new

knowledge through research and paving students way for industrial exposure. The two can work together to speed up the development of new discoveries. Subsequently, the college plans to seek more MOUs with various other universities, institutions or companies to train students and make them job-ready. 2) Another strategy to improve student quality is to provide them with a bridge course that will introduce them to parts of learning that will help them achieve their full potential in their discipline. Advanced learners will benefit from accelerated learning. Acceleration can take many forms, from assigning harder texts or research questions for a report to developing and directing a cluster group of high-ability students with another teacher. 3) The college aims at improving the quality of the students by conducting remedial classes to maintain a sense of equilibrium and to assist each student equally without compromising anyones needs. Students in remedial classes may be taught using activity-based learning or other remedial teaching methodologies. 4) The nature and structure of the college will be hybrid. With the rapid growth of NPTEL and MOOCs, online learning is fast growing as a significant mode of education in India and abroad. They will be open as physical and virtual spaces and will work to cultivate both of these when engaging with society. In future, this will entail that physical and digital learning environment must be designed in a holistic way and allow for flexible blended approaches. Organising workshops to train faculty in availing research. Encouraging faculty to attend and organising FDP to improve their research and analytical skills on their research acumen.