SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

LOYOLA ACADEMY

LOYOLA ACADEMY OLD ALWAL, SECUNDERABAD 500010
500010

www.loyolaacademyugpg.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loyola Academy (LA)

Loyola Academy (LA), a spacious eco-friendly campus with an excellent infrastructure, is managed and administered by the Catholic clergy, popularly called Jesuits of the Andhra Jesuit Province. They belong to the Society of Jesus (founded by St. Ignatius of Loyola), an International Catholic Religious Order. Loyola Academy was founded by Rev Fr T. Baliah SJ in 1976 in Alwal, Secunderabad, Telangana. Initially, an Intermediate course and an Associate Degree in Chemical Technology were offered. Subsequently other UG programmes (1978) and PG programmes (1993) were started.

Loyola Academy was granted autonomous status in 1991 for Degree courses and PG courses in 2010. Appreciating the achievements and qualitative pursuit of Higher Education needs, UGC awarded Loyola Academy "A College with Potential for Excellence" (CPE) in the year 2006.

In addition to this, National Assessement and Accreditation Council (NAAC) accredited the college in year 2005 and reaccredited in 2011 with an 'A' grade (3.50 out of 4.00 CGPA). National Institutional Ranking Framework (NIRF) ranked our College between 100-150 for successive years, 2017-18 and 2018-19.

The institute offers a unique, unrivalled array of Under Graduate and Post Graduate courses, imparting its students potential skills that are highly relevant in today's market and aiming at moulding young minds into extraordinary individuals, who love what they do, thereby enabling young men and women to master new concepts and emerge as confident professionals in their chosen domains.

Loyola Academy applies Ignatian Pedagogical Paradigm (IPP), i.e., Learning through Context, Experience, Reflection, Action and Evaluation. The paradigm reminds faculty to build a reflective practice where students attempt to make meaning of their learning and then move into action on what they have learned and evaluate the success of the action to change their lives, by developing students' knowledge as well as skills, guiding them to grow in wisdom and harmony, nurturing in them a deep sense of right values, directing them in fostering healthy relationships, celebrating with the diverse forms of faiths and culture, thus enabling them to develop as Holistic individuals.

Vision

Type of the Institution

The Institute's focus and core ideology is reflected in its Vision, Mission, and Governance structure as shown below:

Vision: To impart Higher Education with integral formation that involves academic excellence, spiritual growth, social commitment and value based leadership.

The Philosophy of the Vision of Loyola Academy:

1. Loyola Academy evolves a process of learning based on the exercises that begins with freeing of persons from bias and guides one to make life's choices through discernment.
2. Excellence in education is not just accumulation of knowledge by memory but deeper understanding that makes a student more wise than knowledgeable.
3. Students are called to do their very best and to always strive for personal excellence in all aspects of life – intellectual, emotional, moral and physical. This personal excellence leads to concern for others. It is a love in service to the people on the periphery.
4. The Ignation tradition guides a formative process in and through teaching, learning and governance that emphasizes the awareness of God's active presence in human life in positive and life affirming ways.
5. Self, God/Nature and others altogether form a triadic locus in which the learner forms his/her personality that influences social change.
6. The Leader in Ignatius tradition offers a paradigm for making choices through discernment in a spiritual context, between several possibilities all of which are potentially good.

Mission

Mission: To form "men and women for others" and mould our students as global citizens with Competence, Conscience and Compassionate commitment. Special concern is shown towards the socially and economically underprivileged students.

Objectives: The education of men and women of commitment, conscience, compassion and competence imbued with the desire to seek all things for the greater glory of God, representing the enduring aspiration of Loyola Academy.

To fulfill the vision and mission:

Since 41 years, Loyola Academy in conformity with its vision and mission has been implementing the following –

- Encouraging students to strive for personal excellence in all aspects of life- intellectual, emotional, moral and physical, culminating in the holistic formation of an individual.
- Integrated formation of students in academics and spirituality, as well as value-based training and social commitment.
- Creating an ambience for Ignation Pedagogy Paradigm (IPP)
- Directing them to foster healthy relationships
- Celebrating with them diverse forms of faith and culture
- Empowering students especially those hailing from the rural background through academic and co-curricular nourishment.
- Offering quality education to socially and economically backward classes addresses social needs, access, equity, and quality.
- Ensuring higher education policy by introducing modern, professional, innovative, skill-based courses, offering the benefit of education to all and facilitating economic empowerment of women.
- Encouraging students to participate in activities like NCC, NSS, clubs, sports and games, curricular and co-curricular programmes which provides an opportunity to achieve excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Loyola Academy practices a policy of introspection and is eager to maximise its strengths, recognize new opportunities and leverage on them, understand weaknesses and work towards them to identify the challenges and take necessary plan of action to transcend them.

Strengths:

- Loyola Academy is nationally ranked at 11th place by Educational world, May 2019. In the previous years, the college was listed among the top colleges of country (by India today, Week, & NIRF of MHRD).
- Legacy of a strong, committed leadership coupled with a dedicated team of faculty members.
- Spacious eco-friendly campus of 132.38 acres of land that has enabled and empowered the neighbourhood.
- Extension activity and Programme of Loyola Academy for Neighbourhood, Empowerment and Transformation (PLANET), addresses the problems related to the local community through its services.
- A research activity, Rural Agriculture Work Experience Programme (RAWEP) at village level involving problems solving for the farming community.
- Review, revision and restructuring of the curriculum through regular evaluations according to the industrial needs.
- Curriculum is framed in tune with programme - specific goals and objectives.
- Strict adherence to academic schedule and continues monitoring of IQAC.
- Two departments are funded by UGC (Chemical Technology, Agricultural Science and Rural Development).
- Ten functional MOUs signed with other institutions, foreign universities, science & technology organizations.
- Excellent rapport with industry.
- Offers several Skill-oriented certificate courses.
- Seminars, workshops and conferences periodically organized by students, faculty and Industry experts.
- Admissions are through common entrance test and interview.
- Three new Industry-integrated Programmes in B.Com (Business Process Management / Strategic Finance / International Accounts and Finance) introduced during the last five years.
- Continuous Internal Assessment (CIA) and Semester system of examination for UG & PG courses.
- Evaluation of students performance in academics by grading system under CBCS.
- Ten Minor Research Projects funded by UGC.
- Enhanced students' entreprenuership, internships and placements.
- ERP system has been introduced.
- Spacious classrooms and labs.
- Adequate facility for library, sports and games.
- Deserving students financially supported with Management and Endowment Scholarships.
- Performance evaluation through self-appraisal and student feedback.

Institutional Weakness

Weaknesses:

- Teacher attrition

- Limited publications and research by the faculty.
- No proper maintenance of alumni record.
- Concerns about student intake quality.
- Inadequate provision for maintenance of equipment.
- Absence of a formal mechanism for special leave benefits extended to teachers to pursue higher education or research.
- Due to the lack of shift system, coaching for various competitive exams like Union Public Service Commission, Staff Selection Commission, Telangana State Public Service Commission etc are not feasible.
- Lack of timely reimbursement of fee, scholarship by the Government.
- Non filling of the Aided post for the staff.
- Need for an additional auditorium to accommodate all students in the campus.
- Non recognition of research centres and research guides.
- Facing hindrance from the local regulatory authorities to start M.Phil and Ph.D programmes.
- Accumulation and encashment of Casual leaves are not implemented.
- Poor establishment of Learning Management System.

Institutional Opportunity

Opportunities:

- MOUs with foreign Jesuit Universities.
- Vast campus for expansion of infrastructure in future with growing demand on campus and facilitating an optimum utilization of space.
- Augmentation of infrastructural facilities.
- To start PG Diploma courses, executive development programs and online education.
- Emergence of Hyderabad as an educational hub in the national and international scenario.
- Establishment of various research centres to undertake research projects.
- Augmentation of academia – industry – institution linkage to optimize resources and expand knowledge base.
- Scope for academic and research & consultancy linkages with national and international organizations.
- Establishment of Business Schools/Centres of Excellence for various disciplines.

Institutional Challenge

Challenges:

- To improve research culture.
- Faculty training on regular basis.
- Being in a metropolitan city, the college continuously experiences stiff competition and challenges from other institutions.
- Creating awareness about new programmes.
- To create additional boarding facility for students.
- To make students employable to meet the diverse needs of industry.

- Increased readiness among faculty members to apply innovative teaching methods.
- Changing Government policies like fixation of uniform fee, common admission policy and uniform syllabus throughout the State of Telangana may curtail the scope of autonomy.
- Augmentation of financial resources in order to meet the growing infrastructural demand in research and societal domains.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

"Those who know, do. Those that understand, teach." -**Aristotle**

Loyola Academy offers a wide variety of Under Graduate and Post Graduate degree programmes. Most of these courses are job-oriented and skill development courses.The Institute, on the basis of feedback of industry, parents, students and faculty members, assesses the existing curriculum and removes or add topics and subjects from time to time. Being an autonomous institute, a separate Board of Studies for each department ensures that the curriculum is reviewed and revised every year in order to increase employability and competency. UGC norms are followed in the establishment of curriculum by introducing a separate Board of studies. The college has contributed to the curriculum development by providing inputs based on assessment of local, national and global needs. Many of the senior teachers are members of Boards of studies and Boards of Examiners of the Osmania University and other universities, as well as autonomous institutions.

The Choice Base Credit System has been introduced for the batch 2016 -17. Some of the programs have choice based credits thus offering flexibility of choice to students. Thrust on development of knowledge and skills are provided through various programmes in the college in addition to value added courses and value based education.

The Institute also provides additional input to the students by way of a wide array of **short term certificate courses.** Several certificate courses are introduced to tap the creativity of the students which makes them more employable and also enhance their entrepreneurial skills and other skills sets essential for the career progression

Semester system is followed as per the scheme. Several compulsory interdisciplinary subjects, ability enhancement courses, disciplinary specific electives are introduced in the curriculum by introducing a compulsory subject like Computer Fundamentals in curriculum for all UG courses.

Teaching-learning and Evaluation

"Teaching and Learning is a collaborative process". -**Melodee Moltman**

Loyola Academy is a recognised minority institution. Hence, the rule of reservation for admission of students does not apply. At the same time college admits students from all strata. Admissions are carried out in accordance with the guidelines given in the application form and processed through written test and interviews to select deserving candidates.

Approximately 3% of our students come from other states. The demand ratio for the last 5 years is 1:2.

The college adopts a student centric teaching methodology. Teachers plan strategies to reduce the gap in knowledge and skills. Teachers follow different methods in addressing the needs of the slow and advanced learners. The student teacher ratio is 27:1. More than 95% of the teachers use ICT enabled teaching methods in delivering their lessons. Students are monitored regularly on their academic progress through mentoring by the class teachers. Academic calendars, almanacs and lesson plans are followed by all the lecturers semester-wise and are regularly audited by the college Academic Audit Cell. Teaching and learning comprises of ICT enabled (60%) lecture method and (40%) participatory method. ICT enabled teaching reinforces learning process. Students are monitored regularly on their academic progress through mentoring.

Highly qualified teachers are recruited from diverse backgrounds of which 15% are with Ph.D. qualification. 23% of the lecturers are from other states. Average teaching experience of all the teachers is 10 years.

The College has adopted the system of evaluation based on both Continuous Internal Assessment (C.I.A) and Semester-End Examination (S.E.E). The average pass percentage of our current year outgoing students is 98%. Revaluation facility for every semester end exam is available for the students.

In accordance with the requirements of Outcome Based Education (OBE), Loyola Academy follows a Course Outcome (CO), Programme Outcome (PO), and Programme Specific Outcome (PSO) matrix for each course. The POs and department-specific PSOs are formulated based on the knowledge, skills and attitudes which the students learn. Course outcomes for every course follow Bloom's taxonomy. CO attainment levels are measured based on the results of the internal assessment and external examination.

Research, Innovations and Extension

"Research is creating new knowledge." *-Neil Armstrong*

Focus on research and extension is an indispensable part of UG and PG curriculum of Loyola Academy. Departments like Chemistry, Biotechnology and Food Technology are enabled with the latest tools and equipments to support research. Few faculty brought accolades to the institution through research projects. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshop are regularly organized.

More than **80 papers** have been published in peer reviewed journals in the last five years. The **H–**index of the college stands at 10 since three years with an **average impact factor of 7.236.**

Several MOU's are made with industries, training and research institutions like California Baptist University, USA, National Institute of Rural Development (NIRD), Indian Institute of Millets Research (IIMR), Tata Consultancy Services (TCS), National Small Industries Corporation (NSIC), Association of Chartered Certified Accountants (ACCA), etc. Besides the MOUs, the college also has several industrial linkages for student major projects/summer internships. These kind of academic collaborations have helped in expanding horizons of learning for students and faculty. The college established a Horticulture Research station on 15 acres of land and a sheep rearing centre as well as a cattle station to give hands on varied experience for Agricultural students in particular and other discipline students in general. International seminars are organized to motivate/encourage students and staff to publish papers. Farmers are provided consultancy services by organizing workshops and exhibitions.

Along with research, the NCC and NSS students' wings of the college carry out extension activities such as

cleaning the neighborhood / plantation / literacy mission / community health / National Voters Day / National Youth Day / National Yoga Day.

Infrastructure and Learning Resources

Enhancing revenues will help us improve education and solve our infrastructure Problems. -RoyBarnes

Loyola Academy was established in 1978 and spread over 132.38 acres with green shady trees and tar roads. The sprawling campus accommodates 74 classrooms and 42 labs, a church, two hostels, Jesuit residence with well furnished six extra guest rooms and three seminar halls which are well ventilated and well equipped. The college established a Reverse Osmosis Plant (RO) to provide clean water for drinking. The academic programme of the college is enriched by laboratory experience. To engage students in a variety of practical orientation, self-instructional and learner friendly modes, there are 30 plus well equipped Hi-tech labs. The Computer Resource Centre acts as a nodal centre to support all the digital needs of the college. A separate canteen, offices for NCC, NSS, Placement, Sports Director, Deans and Doctor are present in the campus. The other provisions in the campus are Workshop, HT power supply, Green electricity generators, 140kv Solar panels, Electronic Display notice boards and separate vehicle parking area for both staff and student.

Each classroom is equipped with appropriate, comfortable furniture, good ventilation and adequate light. LCD projectors have been installed in most of the classrooms to enhance teaching learning experience. The college has commendable infrastructure for sports and games with vast expanse of grounds for basketball, Volleyball, Handball, 800 meters track and Courts for Kabbadi, Badminton and a newly built Indoor stadium with UGC support. An open air stadium for athletics, cricket and football ground with a seating capacity of 200 seats is in the campus near the boys' hostel. Average percentage of budget allocation for infrastructure augmentation during the last five years is 40.032 percent.

The Library is housed in a separate building and can accommodate 220 students at a time. It has a plethora of books and journals. The library is fully automated.

CCTV cameras with DVRs have been installed in all the blocks.

The campus is WiFi enabled and has sufficient IT facilities to cater to the needs of students.

Student Support and Progression

"The test of our Progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little". **By Franklin D.Roosevelt**

Over the years, Loyola Academy has emerged as one of the best colleges in the twin cities because of its excellence in the pursuit of well being of the student community.

The government and the management offers scholarships and free-ships to marginalized and impoverished students. Capability enhancement schemes and guidance for competitive exams are provided by the college through certificate courses, books and other learning resources.

The College has a Placement Cell, which organizes career-counseling sessions for all the students. It has an

excellent track record of placing students in good companies. The College organizes intramural and inter collegiate sports events to enhance and give opportunities to the sports enthusiasts by providing national and international platforms to showcase their talents. Every year state level and national level basketball and volleyball competitions are held in the campus in the name of the founder Rev. Fr. T. Balaiah.

The College has been organizing "**Resonance**" an annual intra-college cultural, fine arts & literary fest for the students since 1995. It is organized every year in the even semester to enable the students to exhibit their innate talents.

Students are encouraged to participate in various seminars, workshops, awareness programes, club activities, sports and games, co-curricular and extra-curricular activities organized by other colleges and the respective departments. The student council at Loyola Academy is a body of student representatives who work for the college, acting as a liaison between the students and other stakeholders.

Loyola Academy Alumni Association is dedicated to foster an enduring relationship between Loyola Academy and its Alumni. Loyola Academy is also associated with the Federation of Jesuit Alumni Association (JAA), which plays a role in shaping public policies in favor of secularism and poverty alleviation.

Governance, Leadership and Management

Innovation distinguishes between a leader and a follower." -Steve Jobs

To accomplish the college vision and mission, the leadership maintains an open and interactive environment. All stake holders are actively encouraged to participate and voice their perspectives for effective decision and policy making. The Institute functions under the guidance of Loyola Society for its organizational setup, functioning of varied committees and service rules. The governing body is the highest decision making authority. All the recommendations from various Statutory and Non-statutory committees and their resolutions are ratified by Academic Council followed by the Governing Body for implementation. Loyola Academy follows e-governance for planning & development, administration, finance & accounts, student admission support and examination.

Adequate eligible staff in each department is employed. Regular orientations and departmental meetings are held in order to enthuse and enhance the staff to work selflessly for the greater benefit of the students. The management believes in decentralization of authority and practices by sharing the responsibilities with the staff.

Loyola Staff Welfare Association (LASWA) provides financial support for teaching and non-teaching staff. The Management takes effective welfare measures and also delivers soft loans to the staff. Staff is encouraged to attend conferences / workshops / Faculty Development Programmes and training programmes every year.

The Institution employs effective strategies to mobilize funds from UGC to support the staff and encourages them to do Minor/Major research projects. Loyola Academy conducts internal and external financial audits periodically.

The management on a regular basis, reviews and conducts various meetings with the Deans and the Heads of the department and sanctions budget for that particular academic year. Financial assistance is given to sports and deserving students.

Internal Quality Assurance Cell (IQAC) plays a significant role to uphold the quality of the institution. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at regular intervals. In the beginning of every academic year, Loyola Academy conducts orientation programmes for teaching staff. IQAC uploads the AQAR periodically and takes quality initiatives for promoting quality culture.

Institutional Values and Best Practices

*"Don't let your special character and values, the secret that you know and no one else, does the truth-don't let that get swallowed up by the great chewing complacency." - **Aesop***

Jesuit Education, known for its academic rigor and wholesome development, exercises a multitude of initiatives. Loyola Academy affirms to produce leaders in service. It conducts and organizes several activities and events to promote gender equity, environmental consciousness and sustainability, Inclusion and situatedness. Safety and security of women is a matter of paramount importance. For environmental consciousness, the college plants more than 200 trees a year. It has switched to Renewable Energy Sources like Solar Energy to meet its annual power requirements. The college through its Carbon Footprint offsetting measures offsets about 608.57 Metric Tonnes of carbon dioxide every year. The college provides support services like ramps, elevators, scribes, etc for the differently-abled students. The spirit of national integrity is re-kindled every year by organizing national festivals, celebration of culture and heritage and socially-relevant events. Human values and professional ethics are imparted into students through a mandatory course called, 'Value Education and Personality Development'.

The college is known for its two best practices, which are PLANET (Programme of Loyola Academy for Neighbourhood Empowerment and Transformation) and Internal Academic Audit cell (IAAC) through which the college aims to empower local community and increase the standards of Academic performance and Assessment.

The college is distinctive in its vision of, "imparting higher education with integral formation, which involves academic excellence, spiritual formation, social commitment and value-based leadership".

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LOYOLA ACADEMY
Address	Loyola Academy Old Alwal, Secunderabad 500010
City	SECUNDERABAD
State	Telangana
Pin	500010
Website	www.loyolaacademyugpg.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Fr Dr P. Anthony SJ	040-27862363	9849909036	040-2786793 9	lacademyinformati on@yahoo.in
IQAC / CIQA coordinator	P.V.R. Sai Prasad	040-27860077	9441420119	040-	loyola.ado@gmail. com

Status of the Institution	
Institution Status	Self Financing and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes [Minority Degree & PG Certificate.pdf](#)
If Yes, Specify minority status	
Religious	Yes
Linguistic	No
Any Other	Not Applicable

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	14-06-1978
Date of grant of 'Autonomy' to the College by UGC	15-11-1991

University to which the college is affiliated		
State	**University name**	**Document**
Telangana	Osmania University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	02-07-1983	[View Document](#)
12B of UGC	06-05-2019	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	11-03-1993	12	Every year recognition or approval is renewed

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	28-09-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Commissionerate of Collegiate Education Govt of Telangana
Date of recognition	24-06-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Loyola Academy Old Alwal, Secunderabad 500010	Urban	132.38	13740.61

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemical Technology	36	Intermediate or Plus two	English	72	44
UG	BSc,Agricultural Science And Rural Development	48	Intermediate or Plus two	English	104	103
UG	BSc,Computer Science And Engineering	36	Intermediate or Plus two	English	72	61
UG	BSc,Electronics	36	Intermediate or Plus two	English	52	52

	Technology					
UG	BSc,Computer Systems And Engineering	36	Intermediate or Plus two	English	52	48
UG	BSc,Biotechnology Chemistry And Genetics	36	Intermediate or Plus two	English	52	52
UG	BA,Mass Communication	36	Intermediate or Plus two	English	65	52
UG	BSc,Food Technology And Management	36	Intermediate or Plus two	English	52	52
UG	BA,Psychology English And Journalism	36	Intermediate or Plus two	English	65	60
UG	BSc,Maths Statistics And Computer Science	36	Intermediate or Plus two	English	52	52
UG	BSc,Multimedia And Animation	36	Intermediate or Plus two	English	52	44
UG	BCom,Commerce	36	Intermediate or Plus two	English	52	49
UG	BCom,Commerce	36	Intermediate or Plus two	English	60	60
UG	BCom,Commerce	36	Intermediate or Plus two	English	130	112
UG	BCom,Commerce	36	Intermediate or Plus two	English	60	56
UG	BCom,Commerce	36	Intermediate or Plus two	English	65	57
UG	BCom,Com	36	Intermediate	English	65	58

	merce		or Plus two			
UG	BCom,Commerce	36	Intermediate or Plus two	English	65	55
UG	BBA,Bachelor Of Business Administration	36	Intermediate or Plus two	English	65	50
UG	BSc,Computer Data Science And Data Analytics Engineering	36	Intermediate or Plus two	English	52	52
UG	BSc,Food Science Nutrition And Dietetics	36	Intermediate or Plus two	English	50	50
PG	MCA,Master Of Computer Applications	36	Degree	English	60	45
PG	MBA,Master Of Business Administration	24	Degree	English	60	60
PG	MSc,Organic Chemistry	24	Degree	English	39	35
PG	MSc,Biotechnology	24	Degree	English	39	36
PG	MSc,Food Technology And Management	24	Degree	English	39	36

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				1				4
Recruited	0	0	0	0	1	0	0	1	2	2	0	4
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				5				132
Recruited	0	0	0	0	3	2	0	5	52	80	0	132
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				60
Recruited	47	13	0	60
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	6	11	0	20
M.Phil.	0	0	0	0	0	0	5	4	0	9
PG	0	0	0	2	1	0	26	39	0	68

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	4	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	24	0	38

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	4	0	6

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	81	8	0	0	89
	Female	140	12	0	0	152
	Others	0	0	0	0	0
UG	Male	614	53	0	0	667
	Female	586	63	0	0	649
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	47	46	43	34
	Female	48	45	30	40
	Others	0	0	0	0
ST	Male	9	12	14	10
	Female	4	5	7	5
	Others	0	0	0	0
OBC	Male	215	215	177	138
	Female	214	198	135	120
	Others	0	0	0	0
General	Male	346	341	293	280
	Female	398	341	291	287
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1281	1203	990	914

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agricultural Science And Rural Development	[View Document](#)
Bachelor Of Business Administration	[View Document](#)
Biotechnology	[View Document](#)
Biotechnology Chemistry And Genetics	[View Document](#)
Chemical Technology	[View Document](#)
Commerce	[View Document](#)
Computer Data Science And Data Analytics Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Computer Systems And Engineering	[View Document](#)
Electronics Technology	[View Document](#)
Food Science Nutrition And Dietetics	[View Document](#)
Food Technology And Management	[View Document](#)
Food Technology And Management	[View Document](#)
Mass Communication	[View Document](#)
Master Of Business Administration	[View Document](#)
Master Of Computer Applications	[View Document](#)
Maths Statistics And Computer Science	[View Document](#)
Multimedia And Animation	[View Document](#)
Organic Chemistry	[View Document](#)
Psychology English And Journalism	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
23	23	21	21	22

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3213	2872	2626	2607	2708

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
903	810	834	892	877

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3163	2771	2587	2570	2685

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
1199	567	837	795	692

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1123	1099	1087	1136	1112

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
138	134	138	132	131

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
138	134	138	132	131

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3029	2681	2049	1730	1941

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
705	660	582	479	479

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 77

Total number of computers in the campus for academic purpose

Response: 694

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
222.44	307.20	138.48	288.39	199.49

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Loyola Academy has emphasized on enabling students in professional, entrepreneurial and life skills. The courses offered by Loyola Academy have been geared towards addressing local, national and global needs.

The IT boom in Hyderabad creates a huge demand for courses on information technology, computer science, computer application, engineering, and data science. Certain courses also cater to exceptional, talented students with a niche for creativity. Hyderabad being a hub of several pharmaceutical companies and hospitals offering world-class healthcare opportunities creating a sustained demand for **Biotechnology and Chemical Technology** graduates. Loyola Academy offers Biotechnology, Business Administration Food Technology and Food Science and Nutrition as both an undergraduate and postgraduate course to address the needs of the local students**.**

The emergence of innovation procedures in sectors like agriculture and cottage industries allows students to apply for job opportunities in rural development industries both in the government and private sectors at the local and national level. The college has been successfully running the department of **Agriculture Science and Rural Development.**

The curriculum is designed and developed by the Board of Studies (BOS) of the concerned department and finally approved by the Academic Council. Every BOS and Academic Council has representatives from academia, industry, alumni and the other stakeholders of the college. The college also considers good practice in initiating a range of programme options that are relevant to local needs and in tune with the emerging national and global trends. The college adopted 'Choice Based Credit System (CBCS)' in the year 2016, to hone their career skills for securing a prospective employment.

In today's complex and competitive academic environment in higher education, professional approaches and best practices like CBCS can act as catalysts for quality improvements in the system as a whole. The courses leading to more employability, entrepreneurship and skill development are continuously strengthened by updating the syllabi in accordance to the needs of the industry. Emphasis is laid on holistic development of a student which includes employability, skill development and environmental governance. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. Keeping in mind the mission of the college to form 'men and women for others', the programmes offered, aim for outcomes that mould the students into global citizens.

Introduction of papers such as Big Data Analytics, Protected Cultivation, Biostatistics, Supply Chain Management, Public Relation etc. combine the global trends in the curriculum composition of the college. VAT (Value Added Tax) paper is included in all the B.Com courses to keep them abreast with the current

changes in the markets. In addition to the above, introduction of Physics paper in Chemical Technology opened more avenues for the students. Java and Python programmes offered by Computer Science Department increased the chances of employment for the students.

The syllabus integrates various elements to give students a global business perspective through a unique pedagogy of learning and interaction among peers and often industry experts.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 23

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1123	1099	1087	1136	1112

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 10.95

1.2.1.1 How many new courses are introduced within the last five years

Response: 123

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 1123

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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1.3 Curriculum Enrichment

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

Response:

Loyola Academy has a strong lineage of mainstreaming socio-cultural issues in its curriculum and teaching pedagogy. The college has always focused on issues of marginalized community groups and the inequalities and inequities existing in society. The transaction of various courses has a strong focus on gender differentials in the socialization of children; and differentials in participation in the work force; marginalization faced by women in governance and policy-making, feminization of poverty as well as inequities of hunger, food security, environmental degradation and climate change. Planning and review of flagship development programmes of the government are an integral part of our core courses at the UG level. The students are made aware of the concept of sustainability and to critique programmes and policies from the lens of sustainability. At the undergraduate level, these areas are covered in Courses such as:

1. **Value Education:** The objective of the paper to produce intellectually competent, morally upright, socially committed, spiritually inspired citizens in the service of the nation and the world. Students will be transformed into conscientious citizens through holistic education and contribute to nation building. The course teaches the following life skills like ethics, concern for others, self-development, approach to life and life enhancement skills.

The objectives for value-education are as follows:

i) Full development of student's personality in its physical, mental, emotional and spiritual aspects.

ii) Inculcation of good manners and of responsible and cooperative citizenship.

1. Environmental Studies and Gender Sensitization:

The course imparts valuable lesson in environmental sustainability and gender sensitization by introducing students to natural resources, ecosystems and biodiversity, including various resources of energy. Along with that, students are made aware of the various causes, effects, and prevention methods of environmental pollution. Social issues and environment form a significant part of the curriculum whereby environmental legislation and the role of information technology in environmental studies is explored. Along with environment, the course aims to sensitize students about gender issues, particularly focusing on the social construction of gender, women's issues in India, sexual harassment and violence and various laws.

The objective of environmental studies and gender sensitization is as follows:

1. To understand the importance of ecological balance for Sustainable Development

2. To understand the impacts of mitigation measures

Indian Heritage and Culture: A compulsory course on Indian Heritage and culture has been incorporated in the first year curriculum of all disciplines. India's history and culture is dynamic, spanning back to the

beginning of human civilization. It begins with a premitive culture along the Indus River and in farming communities across the southern lands of India. The history of India is punctuated by constant integration of migrating people with the diverse cultures that surround India. The course covers topics like impact of geography on Indian culture, a history of medieval India, influence of Islam on Indian culture, Indian religion and impact of the issues related to women, children and youth. The purpose of the course is to equip the students with social and community problems of India.

File Description	Document
Any additional information	[View Document](#)

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 38

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 38

File Description	Document
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 21.09

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1928	961	40	237	37

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 32.49

1.3.4.1 Number of students undertaking field projects or internships

Response: 1044

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.34

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
71	77	84	59	37

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.81

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1329	1317	1258	1223	1131

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 73.03

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
537	521	406	347	325

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

2.2.1 Special Programs for Advanced Learners and Slow Learners

Through continuous internal assessment, the well experienced faculty at Loyola Academy identifies the advanced and slow learners during the semester, by the level of their knowledge and skills, learning styles, talents and abilities, interests and deficits of the students. Guest lectures are arranged for the students to help them gain industry and practical knowledge from the experts.

Initiatives for Advanced Learners:

They are encouraged to contribute to the creation of knowledge by engaging themselves in projects, assignments, seminars on latest topics. They are made to enhance their personality development, effective time management, presentation skills, together with problem-solving and analytical abilities by being a part of various interdepartmental, intercollegiate events, national and international seminars/conferences. In this aspect, the college brings novelty by motivating the students to take challenges that help them to learn recreational activities and extracurricular roles that offer leadership, social interactions, teamwork, and attainment of new skills through programmes like NSS and Student Council, and to sharpen their creative skills through NCC and clubs.

The departments encourage these students to appear for discipline specific professional entrance exams such as ACCA, ICAR, Olympiad, GRE, TOEFL, IELTS, CAT, PGCET etc. They are encouraged to take up projects and summer internships to have an exposure and broader understanding of corporate work culture.

Initiatives for Slow Learners:

The slow learners are assigned with a faculty member for continuous academic monitoring who interact frequently in order to assist the student with issues that affect their ability to learn or rather hinder their academic success.

Special attention is given to students coming from vernacular background. They are encouraged to be seated in the front rows in regular class hours, and attend bridge courses offered by the department of English to enhance their communication skills and confidence.

The faculty has a check on the attendance of slow learners on a continuous basis and the same is communicated to the parents/guardians regularly. Remedial classes are conducted for the betterment of slow learners. Revision for all the subjects is carried out by the respective teachers. Special classes are conducted to re-explain the critical concepts. Slow learners partner with an academically higher performer to learn the subjects effectively.

Extra hours are allocated to students with backlogs to help them with a detailed study plan. The faculty provides question bank and discusses the manner of presenting the answers in the exam.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 23.28

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.09

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Loyola Academy adopts various student-centric methods to enhance learning experiences as follows:

I. **Experiential Learning:**

a. It is used to get a broader understanding of the courses such as Television Production, Digital Photography, Media Presentation Skills, Photo Journalism, Documentaries, Short Film, and Digital Audio Production, where students create these forms and learn through experience.

b. **Laboratory method** is mostly used in science programmes like Biotechnology, Electronics Technology, Chemistry, Agriculture, and Food Technology to provide better learning experience through experiments, using labs. The computer lab gives practical exposure in subjects like IT skills, Programming languages such as C, C++, Java, Python, Web Programming etc.

c. **Project** is the best way to master a subject and is a part of course curriculum for both UG and PG courses. Through mini or major projects; the students not only get a deeper understanding of the subject but also gain hands-on practical experience.

d. The students of B.Sc. Agricultural Science & Rural Development are allotted a trial plot to cultivate a crop. Students involve in various cultivation practices like preparation of plot, application of manures & fertilizers, sowing of seeds, inter-cultivation practices, harvesting of crops and marketing of the produce.

II. **Participative Learning:**

a. **Rural Agricultural Work Experience Programme (RAWEP) -**The Final year students of B.Sc. Agricultural Science & Rural Development take up this programme to understand the practical difficulties in farming and to gain knowledge from Krishi Vignan Kendras (KVKs) regarding new crop varieties and cultivation practices. RAWEP is a part of B.Sc. Agricultural Science & Rural Development, where the students stay in the villages for 3 months in their 4th Year of graduation. Students are allotted to Krishi Vignan Kendras (KVKs) at Gaddipalli, Suryapet, Jammikunta and Karimnagar. Students are given an opportunity to gain practical knowledge in crop production, crop protection, socio-economic conditions of the farmers and to develop effective communication skills using extension training methods.

b. **Power point presentation** and **Class room discussion** is a powerful tool that enables intensive student interaction and participation which strengthens the relationship between a teacher and a student

c. **Industrial visits** encourage students to get an insight into the internal working environment of manufacturing units and business organizations. It also sensitizes students' to the practical challenges that production units and organizations face in the corporate world.

d. Students also actively participate in and learn from a multitude of academic and co-curricular activities like Sports and Games, NSS, NCC, Clubs, Student Council, inter-departmental competitions, intercollegiate events including debates, group discussions, role plays, quizzes, model United Nations (MUN), national seminars, international conferences, blood donation camps, clean and green awareness rally, old age home/orphanage visits, which enable in moulding themselves to be 'men and women for others' with moral values, ethics, and social responsibility.

III. **Problem Solving Methodology:**

a. **Assignments** and **seminars** improve students' inquisitiveness to solve a given problem and come up with optimal solutions.

File Description	Document
Link for Additional Information	<u>View Document</u>

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 98.55

2.3.2.1 Number of teachers using ICT

Response: 136

File Description	Document
List of teachers (using ICT for teaching)	<u>View Document</u>
Any additional information	<u>View Document</u>

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 22.63

2.3.3.1 Number of mentors

Response: 142

File Description	Document
Any additional information	<u>View Document</u>

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

College reopens in the 2nd week of June after summer vacation. Semester starts with staff orientation programme for 2 days. The orientation programme, at the onset, is designed to assist the staff in adjusting to their jobs and work environment and to instill a positive work attitude and motivation.

The academic year consists of two semesters. The duration of each semester is approximately 15 weeks, each consisting of six working days with a day order schedule having six hours per day. The almanac and lesson plans are prepared at the beginning of the academic year by the staff and the same is communicated to the students.

In the beginning of the academic year, academic calendar (handbook) is published by the college for UG & PG courses under the guidance and consideration of the calendar committee. This allows the teachers and the students to space out their teaching and learning plans with regular assessment of the same. The college conducts assessment of the students through different components - theory, practical, assignments, viva-

voce, and seminars. The academic calendar provides the information on the dates of commencement of class work, syllabus completion, examinations, list of holidays, and the total number of working days.

The HOD finalizes the allocation of subjects based on the faculty's choice and area of specialization. Faculty members then prepare the lesson plan before the commencement of semester, indicating the topics to be covered, teaching methodologies being applied, and assignments to be given to students. Students will be provided with the syllabus details in the first week of the semester to provide them awareness about the subject and plan for the semester. Timetable is prepared by each department as per the guidelines given by the college. The performance of the student is assessed on a continuous basis. The academic schedule prescribed is strictly adhered by the staff of the college.

Lesson plans enable the teachers to meet the educational targets by maximizing the effective use of classroom time. A well planned time table helps teachers to complete the syllabus on time.

Adhering to the lesson plan helps to organize and present the information in an orderly and timely manner. Teaching diaries are maintained by each and every lecturer in the department to assess the tasks implemented.

The COE displays the examination schedule 10 days before the commencement of Weekly Test, Mid Semester, Pre--Final and Final examinations.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 14.82

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	20	22	20	14

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.9

2.4.3.1 Total experience of full-time teachers

Response: 1366

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 2.97

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 23.22

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
38	37	37	34	11

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 50

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
49	46	59	64	32

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 37.93

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five

years

2017-18	2016-17	2015-16	2014-15	2013-14
539	223	260	292	260

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examinations System of Loyola Academy

Almanac:

The examination time table for all the examinations is prepared as per the almanac published in the college handbook. All the staff will have to follow the handbook and plan their lectures accordingly to complete the necessary portion for different exams on time. In case of any changes in this schedule, staff is informed well in advance.

An Orientation programme is conducted at the beginning of every academic year for all the students about the modalities of the examinations conducted/organized in this institution.

Medium of Examination

The medium of examination is English.

Evaluation: Continuous Internal Assessment (CIA):

The College has adopted the system of valuation based both on Continuous Internal Assessment (C.I.A.) and Semester-End Examination (S.E.E) with a ratio of 40:60.

CIA aims at motivating students to attend the classes regularly so as to enhance their academic performance. The CIA system includes Weekly tests, Mid-Semester Exam, Pre-final Exam, Assignment, Viva, Seminar etc.

The S.E.E. is in the form of a comprehensive written examination for each course at the end of the semester and most of the subjects have Practical Examinations too. The question papers for these examinations are set by external experts and the answer scripts are evaluated by them as well.

CIA + SEE put together should be 40% which is mandatory for a student to get a pass grade E or above.

SGPA &CGPA: Grading System

As part of Choice-based Credit System (CBCS), Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) has been implemented from the academic year 2016-17 onwards which enables the students to seek opportunities in universities abroad also.

Examination Automation System:

In the year 2016-17, the Examination branch has been automated completely. This newly installed software ERP (Enterprise Resource Planning) enables better accuracy in calculation, transparency, co-ordination among different stake holders of the system and easy to monitor. All the teaching staff can post attendance, internal marks etc in it. Students have an access to view their attendance, both internal & external marks through their login ids from anywhere.

IT services implemented in the Examination branch from the academic year 2016-17 through ERP include the generation of

1. Student registration form and payment of fees
2. Hall tickets with all the details of scanned photo, exam hall information, seat number, date and session of exam, subject, subject code regular/Arrear etc.
3. Exam attendance statement
4. Nominal rolls
5. Award lists
6. Hall wise allotment of question papers
7. Dummy number generation for coding
8. Bundle lists
9. Day wise / Session wise Invigilation lists
10. Provision for SEE mark entry with double entry to avoid mistakes
11. Malpractice list
12. Result processing and result preparation
13. Publishing result online, so that students can view the result through student login.
14. Moderation analysis
15. Grace marks list
16. Result analysis program wise/subject wise
17. Tabulation Register
18. Degree completed students list
19. Rank list
20. Semester grade report
21. Cumulative semester grade report

File Description	Document
Link for Additional Information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System

(EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

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 on website and communicated to teachers and students

Response:

Outcome based education (OBE) introduced by Loyola Academy, places a higher priority on outcome based teaching learning with a learner centric approach to enable effective participation of students, improving global competitiveness, skill sets, and enhancing opportunities for students. In Loyola Academy, an outcome oriented system is being implemented through curriculum framework, upgrading academic resources continuously, improving quality of teaching, and through the use of advanced technology to improve the teaching learning processes. Consequently, outcomes are expressed in the form of knowledge, skills, and attitudes which define all the courses offered in the college. The faculty, students, parents and other stakeholders are intimated about the programme outcomes, programme specific outcomes, and course outcomes in the following ways:

1. The details of each programme and courses offered are stated in a lucid and specific terms as printed information in the college prospectus, handbook, and the college website which is extremely user friendly.
2. Institutional orientation programme is organised for incoming students to provide information about the programme, the courses, and the methods of evaluation as well as the performance expectations, before the semester begins.
3. For each course, faculty members communicate expectations, targets and desirable standards post the review of student work in addition to communicating goals and outcomes of every unit as a part

of regular instruction.

In accordance with the requirements of Outcome Based Education (OBE), Loyola Academy follows a CO, PO, and PSO matrix for each course. The Programme Outcomes (POs) for all the departments under the respective faculty such as Arts, Science and Commerce have been formulated in the model of sample POs given by NAAC. Subsequently, each department has formulated the Programme Specific Outcome (PSOs) for their respective department based on the knowledge, skills and attitudes which the students learn. The course outcomes are written by the respective faculty members using action verbs of learning levels suggested by Bloom.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program. Five course outcomes are written by the respective faculty members using action verbs of learning levels suggested by Bloom.

Since the college follows a uniform 5 unit structure for all courses offered, each course outcome corresponds to each unit of the syllabus. Then, a correlation is established between COs and POs in the scale of H and S, H being highly supportive and S being moderately supportive. A mapping matrix is prepared in this regard for every course in the program.

Attainment of COs:

In Loyola Academy, the CO attainment levels are measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement conducted for each course in a semester. In each test, the percentage of students who achieve a set target (pass marks=40%) for the COs that are covered is computed. After the internal assessment and the external exams, the average of these percentages is computed to decide the attainment level. Thus, the average of the percentage of students attaining all the COs decides the CO attainment level.

Internal Assessment Components:

Weightage: 40%

	Assessment Type:	Units and corresponding Cos covered:
1	Weekly Test (1 test conducted for each subject for one unit)	Any one Unit / corresponding CO

2	Mid Semester Exam	Unit 1,2,3 / CO1,CO2, CO3
3	Pre-Final Exam	All Units/All COs
4	Assignment	As per the discretion of the teacher
5	Viva	As per the discretion of the teacher

External Assessment Component:

Weightage: 60%

	Assessment Type:	Units and corresponding Cos covered:
1	EXTERNAL EXAM	All Units/ All COs

The following scale is used for arriving at an attainment level, based on the pass mark of 40%:

Attainment Level 3: 85% of students score more than 40% marks out of the overall internal and external marks.

Attainment Level 2: 75-85% of students score more than 40% marks

Attainment Level 1: 65-75% of students score more than 40% marks

Pass Percentage

(Total number of students passed / Total number of students appeared) X100

Attainment of Programme Outcomes

- The PO attainment is calculated by using the formula

(Avg. of CO's of a PO/ 3) X Final CO attainment for the subject

- Overall PO Attainment Of The Course: Average of all PO attainments

Attainment of Programme Specific Outcomes

- The PSO attainment is calculated by using the formula

(Avg. of CO's of a PSO/ 3) X Final CO attainment for the subject

- Overall PSO Attainment Of The Course: Average of all PSO attainments

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

2.6.3 Average pass percentage of Students

Response: 97.94

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 903

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 922

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<u>View Document</u>
Any additional information	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 2.09

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	10.46	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 1

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 20.89

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry,

corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.52	0	0	0	17.37

File Description	Document
List of project and grant details	[View Document]()
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]()
Any additional information	[View Document]()

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 0

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

File Description	Document
Names of research centres	[View Document]()
Any additional information	[View Document]()

3.2.3 Percentage of teachers recognised as research guides

Response: 1.49

3.2.3.1 **Number of teachers recognised as research guides**

Response: 2

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 134

File Description	Document
Details of teachers recognized as research guide	[View Document]()
Any additional information	[View Document]()

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.41

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 11

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Loyola Academy believes in promoting creativity and incentivizing innovations through our educational institution. It provides healthy atmosphere, infrastructure, resources, confidence for enhancement of the capacity and competencies of students and teachers in research and innovative activities. In Higher education systems such as ours, catering to a vast population with relatively limited resources is a major challenge. At the same time, with rapid advances in new technologies, changing needs of the economy, and the very presence of the challenges identified above, the sector itself presents a fertile ground for pioneering innovations. Recognising the fundamental role of education in nurturing and fostering an ecosystem of innovation, the Incubation Committee has been started in the academic year 2016-17. The key committee members are

Fr. Dr P Anthony   Principal

Fr. Dr. L Joji Reddy SJ   Vice principal

Mr. Roy Debashis   Entrepreneur

Mrs. K Saritha Reddy   Entrepreneur

Mr. I Balaji   Department of Electronics

Mr. Nithyananda Ghosh   Department of Physics

Dr. P Suresh Kumar   Department of Bio-Technology

Mrs. D. Saritha   Lecturer in B.Sc. Agri. & Rural Development

The key objective of the committee is to Foster Innovation at an early stage and to create an innovative mindset in the youth.

The Committee helps in Setting up an **Innovation council** to enhance teacher training and enable them to become facilitators of creativity and innovative thinking. The committee is engaged mainly in a series of initiatives to encourage innovations in existing Departments as well as promoting new educational models and innovative platforms for knowledge creation, dissemination and application.

Some of the major programs held by this committee is "Lab to school" by the departments of Chemical technology and electronics technology, "HARBINGER"(an innovative practice of BBA department".

Also, as a practice, exhibition of projects developed by students of Electronics department is held every year where students from various schools and colleges nearby are invited and made aware of the projects. This encourages the students to think out of the box.

The college also motivates the students to prepare wall-papers, posters, exhibits to transfer the knowledge on recent issues. Various competitions essay writing, debating, elocution, book talk are organized to bring out the hidden potentials of students. Eminent personalities who have significantly contributed in research, social activities, industries, are invited as resource persons. Workshops and seminars are conducted to enhance the Knowledge of Students. College subscribes to free subject journals, e-journals and other online

Resources. College also arranges industrial and Field visits to impart subject knowledge to the students.

File Description	Document
link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 39

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	8	4	13	2

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 4

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the Institution for the start ups on campus	[View Document](#)
Contact details of the promoters for information	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.5

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 1

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.23

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	5	5	5

File Description	Document
List of research papers by title, author, department, name and year of publication	
Any additional information	

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.55

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
127	30	20	13	19

File Description	Document
List books and chapters in edited volumes / books published	
Any additional information	

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response:

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document]

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document]

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: No

File Description	Document
URL of the consultancy policy document	[View Document]

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	[View Document]
Any additional information	[View Document]

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The vision of Loyola Academy is geared towards forming men and women for others, besides excelling in the academics. Loyola Academy deems it extremely important to impart valuebased education. A student who enters the portals of Loyola Academy must imbibe the spirit of humanity. At the end of one's study, he/she should leave the college after witnessing and participating in the harsh realities of the nation. Social Extension Service is the important third limb of University Education along with teaching and research. Loyola Academy, in its efforts to lay stress on this aspect, has undertaken an ambitious social program i.e. PLANET (*Programme of Loyola Academy for Neighborhood Empowerment and Transformation*).

Objectives of PLANET and Envisaged Outcomes:

1. It brings greater relevance to the courses of study for students can apply the knowledge gained in the classroom to the development of the community.
2. It develops social consciousness and social commitment among the students.
3. It enables students to look at social realities critically through a sense of realization.
4. It trains the students towards professional leadership and equips them with the necessary skills and abilities.

Besides PLANET, the college has NSS and NCC units whose members participate actively in various extensions programmes on the occasion of various nationally and internationally important events/days. Several programmes organized by the NSS wing of the college create awareness among the students as well as people of surrounding areas. Plantation Programme as part of Haritha Haram and Swachh Bharat Abhiyan organized in the college premises created involvement of students in the issues of the environment. Events like National Education Day and Youth Festival are conducted in the college. Voters Awareness Programme, Consumer Awareness Programme and Vigilance Awareness Week are also conducted by the NSS wing to create enabling citizenship qualities. Health related programmes like Swine-flu Awareness, World AIDS Day, Blood Donation, Organ Donation Pledge and World Blind Day Walk

took place in the college to sensitize the students about health and hygiene. International Yoga Day was conducted by the wing to create awareness on the relevance of yoga to overcome stress.To emphasise on the importance of water, a 'Save Water Rally' was organized. Children's Day, Women's Day, rallies on violence against women, anti-ragging and peace rallies created awareness among the students and paved a way to promotion of equality and human dignity.

To create awareness among the students about the importance of life programmes, rallies on road safety, campaign against suicides and a street play against addiction were conducted by the NSS Unit of the college. The Rural Immersion Programme was organized by the NSS in association with Red Ribbon Club of the college.

The NCC Wing of the college organized Swachhata Pakhwada, Tree Plantation, SardharVallabhai Patel Jayanthi, Rajiv Sadbhavana Divas, and Celebration of Independence day and Republic Day. Few of the cadets participated in Republic day Parade and also ATC Combines Training Camp, NIC-Junagadh, and DE KITTING (ATC-14). The NCC Wing conducted a seminar on Anti-Drug and an Anti-Drug Addiction Rally.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 16

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	2	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 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 last five years

Response: 116

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	30	28	20	2

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 9.11

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
420	362	168	296	58

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Government or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 0.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 576

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
164	141	114	89	68

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)
Any additional information	[View Document](#)

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 7

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	5	1	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

Loyola Academy was established in 1978 and has completed 41 glorious years. It is situated in sprawling grounds of 132.38 acres.

There are a total of 10 Blocks for Classrooms, Laboratories, Library, Hostels and Jesuit residence which are well furnished and equipped. There are 74 classrooms and 19 staffrooms spanning across all the blocks, inclusive of 3 seminar halls, 1 Board room and 1 conference room. Well furnished NCC office is situated besides Indian Overseas Bank(IOB). IOB facilities are available for staff and students on the campus.

The **Computer Science block** comprises of the ICT centre, cyber world, Mathematics statistics and Computer Science Lab, MBA, MCA and Computer Science Lab.

The **PG block** accommodates the PG, Alumni and ERP server offices. The ERP room is well equipped with Internet connectivity, AC, UPS and two computer servers.

The **Administration block** houses the new electronics lab for microprocessor experiments, Principal, COE and Assistant controller office, in addition to the IQAC and NAAC offices, with well furnished requisites. Office staff occupy this building and it has intercom and internet facilities.

UG/PG Labs: Labs provide an extensive platform for practical learning. The labs are well furnished with commendable infrastructure.

1. Physical Chemistry Lab
2. Organic Chemistry Lab I
3. Mass Communication Studio
4. Organic Chemistry Lab II
5. MSC Food Technology Lab
6. Food Analysis and Quality Control Lab
7. Food Processing and Dairy Technology Lab
8. Bio Chemistry Lab
9. E Commerce Lab
10. Multimedia Lab
11. Physics Lab
12. Microbiology Lab
13. Genetics Lab
14. Bio Process Technology Lab
15. Molecular Biology Lab
16. Cell Culture Lab
17. Bio Technology Lab
18. Research Lab

19. Animation Lab I
20. Animation Lab II
21. Fluid Mechanics Lab
22. Mechanical Unit Operations Lab
23. Electrical Circuits and Machines Lab
24. Heat Transfer Lab
25. Solar Processing technology Lab
26. Engineering/ IT Workshop
27. Physical Chemistry Lab
28. Bakery Pilot Project
29. Entomology Lab
30. Incubation Centre
31. Pathology Lab
32. Agronomy Lab
33. Chemistry Lab
34. Genetics Lab
35. Electronics Lab I
36. Electronics Lab II
37. Degree Computer Lab
38. MCA Lab
39. MBA Lab
40. Mathematics Statistics Computer Science Lab
41. Personal Computer Maintenance andTroubleshooting Lab
42. Networking Lab

The **Loyola Hall** is fully fledged with air conditioners, sound system and LCD facility.

There are 59 digital class rooms installedwith LCD projectors, for ICT based teaching learning process. In addition to that CCTV cameras with DVRs and UPS and required furniture have been installed in all the rooms spanning the campus.

The **Library** hosts a vast repertoire of books, journals, magazines and e-library centre with well aided internet connectivity.

Good quality hygienic food is made available in the **canteen**, for both the students and the faculty members.

Separate Parking sheds for both students and staff have been extended to make room for increase in the numberof users. Fire certificate has been obtained for all the blocks. Solar street lights are well functional in the campus. All the blocks are well connected with tar roads. There are two hostels available on campus; for boys and girls respectively

The eco-friendly campus with Green House, demonstration plots, plots for agro trials, lawns and well shaded trees is environmentally sustainable.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The college has commendable infrastructure for sports with vast expanded grounds for basketball, volleyball, handball, kabbadi and badminton courts as well. An open air stadium for Athletics, Cricket and football field with a gallery which has a seating capacity of 200 is on the campus near the boys hostel. The cricket field is laid out on black soil and the Pitch is made up of red clay. The 400 metres Athletic red clay track has an eight lane facility. It also has a provision for long jump, discuss throw and shot-put. There are three red clay volleyball courts with permanent iron posts and two concrete based basket ball courts with cement posts of high standard with flood lights. An indoor multipurpose stadium as a part of sports infrastructural development has been constructed adjacent to the cricket court under financial help from UGC.

The College Cultural, Fine Arts & Literary Fest – **RESONANCE –** was initiated in the year 1995 and has come a real long way since then. It is organized every year in the even semester to enable the students to exhibit their innate talents and help them in building a holistic personality.

Most of the competitions are based on a theme, which generates a lot of interest and curiosity among the students. Resonance has always mirrored the hidden talents of scores of students and has given a platform to countless students to exhibit their organizational and managerial skills. Over the years, Resonance has transformed itself into Hyderabad city's largest Intra-College Cultural, Literary & Fine Arts Fiesta. It caters to the psycho-social, creative and emotional needs of 3,000+ on-campus talents. Resonance comes as a whiff of fresh air after a rigorous academic assessment. It is an escape from the monotonous academic life and offers a recreational outlet for the students.

A well-designed event schedule facilitates to conduct Resonance incessantly. Even the budget planning is done well in advance and students are encouraged to get sponsors. Students are also motivated to put up their own stalls for nominal charges. The funds rose through the contribution of the students and all the other stakeholders are spent on the event.

To organise the event smoothly 13 different committees are formed with Fr.Principal as the head of all the committees. Each committee comprises of faculty and student council members. All the committees work in co-ordination. The committees are listed below-

  1. STEERING COMMITTEE
  2. DOCUMENTATION AND EVENT COORDINATORS
  3. PLANNING & DISCIPLINE COMMITTEE
  4. PURCHASING AND PRIZE COMMITTEE
  5. STAGE COMMITTEE
  6. MEDIA COMMITTEE

7. RECEPTION & REFRESHMENT COMMITTEE
8. SELECTION COMMITTEE
9. FINANCE COMMITTEE
10. SOUND & LIGHT COMMITTEE
11. ATTENDANCE COMMITTEE
12. RISK MANAGEMENT
13. MC'S COMMITTEE

In order to organize such a mega event, it is necessary to involve all the stake holders who include students, staff, alumni, parents, retired faculties, life members and well-wishers of the institute. Therefore, an appeal is made through social media to participate and cooperate. Suggestions and instructions are also welcomed. The stakeholders are given adequate representation in the organization of the programs.

File Description	Document
Any additional information	[View Document]()
link for additional information	[View Document]()

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

Response: 77.92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 60

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document]()
Any additional information	[View Document]()
Link for additional information which is optional	[View Document]()

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 39.93

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
46.18	62.15	125	12.16	128

File Description	Document
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Loyola Academy uses an automated system of the NEWGENLAB 3.1.4 for library management:

Features of NEWGENLIB 3.1.4

Verus solutions Private Limited provides a detailed list of features on their website as followings.

- Completely web based application with Java technology. Compatible with international standards such as MARC 21, MARCSML, Z39.50, SRU/W, OAI-PMH
- Compatible to run on any version of Windows (except Windows 95, 98 and 2000) and Linux.
- Z39.50 Client for federated searching
- Internationalized application (I18N)
- Unicode 4.0 competent
- Data entry, storage, retrieval in any(Unicode 3.0) language
- RFID compatible
- Automated email/instant messaging is integrated in different function of software
- Form and letter can be configured to save time
- Extensive use of parameters to enable easy configuration of the software to suit specific needs.
- Enables users to search online databases through OPAC
- Self-issue return is enabled that save the time of the user and labor of the library.

Various Modules

- **Technical Processing (Cataloguing):**

Technical processing modules carry forward the work of acquisition module. The books which are acquired and accessioned in the acquisition module are received by the Technical Processing module for cataloguing. If a library does not use acquisition module can catalogue the book directly from this module. Moreover, New Gen Lib is compatible with Z39.5 protocol for searching and import bibliographic records that help to import the bibliographic records from other libraries. It saves a lot of time of the library in cataloguing. Cataloguing is done under the MARC 21 standards. NewGenLib has already created some templates that have simplified the MARC highly. One can easily identify the template and based on the given field, cataloguing can be done. Fields of a template can be increased of reduced as per the requirement of a particular document. These pre-designed templates are for cataloguing of book, journal, patent, non-book material, book chapter, journal article, newspaper, etc. One can also attach a digital document to a bibliographical record that converts the OPAC to a digital library. This module facilitates to

search the catalogue through the default search index and enable administrator to create his/her own search index.

Web OPAC:

OPAC is an essential element of any ILS software. In the age of Google users expect their library's OPAC to compete with search engines, though typically it is not possible for a standalone library to offer wide information through its OPAC. But there are many other features, where an OPAC can compete with a search engine. New Gen Lib has advanced its OPAC by facilitating the library to attach a full text document. Version 3.1.2 of New Gen Lib provides many facilities for the users of library, i.e. RSS widget, where libraries can offer an RSS feed from any website; export report, users can export any bibliographic record in several formats to their desktop or can take a print of it or mail it to anybody; it also provides information on users' SDI profile.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

I. History:

The Existing Loyola Library building was inaugurated on 25th January 2002. The total area of the Library is 1234 sq.yards. The maximum seating capacity is 220.

II. Objectives of the Library:

1. To support the aims and objectives of the institution.
2. To assist the parent body in carrying out its academic programmes by providing necessary resources of services.
3. To create and maintain a favourable environment of continuous pursuit of learning, teaching of Research and Development.
4. To provide varied authoritative up-to-date resources in a variety of formats.
5. To cater to various needs of the users.

III. Functions of the Library:

1. To update resources and render effective services to the users.
2. To provide necessary Bibliographic tools to the users.
3. To function as a teaching instrument by becoming an integral part of teaching Programme.
4. To feed the intellect of the students and encouraging effective teaching of Research activities of the

teachers.

5. To promote library culture among the students.

III. (A) Print Form Resources:

1. 58,200 Volumes
2. Print form Journals
3. Bound Volumes / Back Volumes-1350
4. IDC information Dissemination centre O.U
5. National Board of Mathematics Books

IV. Special Collections:

1. Projects-6500
2. Books on competitive exams-450
3. Photos - (Book Review, National Library week, New arrival, Books & Journals)
4. Atlas-10
5. Book Bank-386
6. CPE (Centre for Potential Excellence)-2453
7. Previous Year Question Papers

Year	2018-19	2017-18	2017-16	2015-16	2014-15	2013-14
No. of Journals	134	136	135	99	57	50
No. of Books	1755	1651	1798	1968	2080	696
E-Resources	DELNET & INFLIBNET					

Details of the Library Books Department-wise			
S.No	Department	Titles	Volumes
1	Agri Science & Rural Development	1119	4478
2	Chemical Technology & Engineering	284	1136
3	Computer Science & Engineering	671	2687
4	Electronics Technology	627	2509
5	Commerce & Management	2164	8657
6	Bio technology	258	1035
7	Food Technology	164	657
8	Mass Communication	185	743
9	Psychology, English Journalism	169	677
10	Mathematics	407	1631
11	Physics	358	1432
12	Statistics	26	106
13	Economics	126	504
14	English	171	687
15	Chemistry	151	605
16	Drawing	8	30
17	History & Culture	14	59
18	Sociology	70	283
19	Public Administration	12	49

20	General	219	876
21	Reference	356	1426
22	Medicine	50	200
23	Animation Design	58	233
24	Data Science	150	599
25	Food Science & Nutrition	50	200
26	Book Bank	346	1384
27	CPE Collection	613	2453
28	MBA	2016	8067
29	MCA	1544	6177
30	M.Sc. Chemistry	451	1805
31	M.Sc. Biotechnology	164	659
32	M.Sc. Mathematics	194	777
33	M.Sc. Physics	264	1059
34	M.Sc. Food Technology	55	220
35	U.G.C	467	1868
36	Back Volumes		1282
37	Donated Books		992

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 8.13

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
9.99	6.03	8.25	11.12	5.24

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.22

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 175

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution updates its IT infrastructure in every department to facilitate use of IT. Every department has a computer system, printer, internet connection and Wi-Fi for the office and staff. There are 12 computer labs in different departments.

Every year new computers and printers are purchased for these labs and for the departments and staff too. Underground cable was laid with a dedicated bandwidth of 50 MBPS. This helps the faculty and students to use internet facility to acquire knowledge, reference material etc. ACT- Fibernet is supplying 50 MBPS network speed.

Sl.No.	Name of the Lab	No. of Computers
1	MCA Lab	61
2	MBA Lab	61
3	MSCS Lab	64
4	Degree Lab	65
5	Cyber World	22
6	e-Learning Lab	20
7	E-Commerce Lab	61
8	Multimedia Lab	50
9	English Lab	61
10	Animation Design Lab-I	43
11	Animation Design Lab-II	41
12	Mass Communication Studio	25

TECHNOLOGY UPGRADATION						
Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Computers	578	578	582	586	679	744
Computer Labs	12	12	12	12	12	12
Internet (MBPS)	110	110	200	300	130	50 (**Dedicated leased line 1:1 ratio**)
Departments	21	21	21	23	23	26

Sl.No.	Particulars	Available
1	Desktop computers	744
2	Servers	9
3	Printers	66
4	Routers	8
5	Projectors	59
6	CCTV cameras	305

SOFTWARES

List of System softwares	
1	Windows 10
2	Windows 7
3	Windows server 2008
4	Redhat Linux Enterprise-6
5	Redhat Linux Enterprise-5
6	Ubuntu Linux (open source)

List of Application Softwares	
1	Microsoft Office 2016/365
2	C, C++ Data Structure(Dos Based)
3	Oracle 10g express Edition
4	Xampp 7.3.1
5	Python
6	R Studio 1.0.143
7	Rational Rose-98
8	Tomcat 7.0
9	JDK 6.0, 7.0
10	Net Beans
11	Star XML
12	BDK
13	Eclipse
14	Notepad ++

LIST OF LEGAL SOFTWARES		
Sl.No.	**Software Name**	**Number**
1	Microsoft windows 7 prof	475
2	Microsoft windows 10 prof	250
3	Redhat Enterprise Linux 6.0	1
4	Microsoft windows Server 2008	5
5	Microsoft Office 2010	4
6	Microsoft Office 365/2016 Faculty	100
7	Microsoft Visual Studio 2010	1
8	Tally ERP 9.0 Multi-User	1
9	Seqrite Endpoint Security	110
10	Adobe CS 6 (3 years)	50
11	Adobe DC	4
12	Microsoft Office 365/2016 Students	10000

File Description	**Document**
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 4.63

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 19.14

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
45.98	35.66	30.62	63.56	38.49

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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.

Response:

The institution is quite specific regarding proper maintenance of the infrastructure amenities. Infrastructure budget is allocated every year for the proper maintenance of the same. Pertinent housekeeping staff and caretakers ensure the proper maintenance and repair of the furniture. The classrooms are swept regularly to make sure proper cleanliness of the rooms and corridors. In addition to that, gardeners, sweepers, electricians and mechanics hold in charge in maintenance of the infrastructure in the respective blocks.

Labs: Labs have been maintained efficiently for conducting smooth practical sessions. Equipments have been repaired and replaced to keep the lab in good working conditions. An indent maintained by the HOD's and also by stocks in charge, make certain time to time repairs or replacement of the scientific instruments. Two lab hour sessions a week, have been solely dedicated for the maintenance of the labs, ensuring no lab hours on those two specific days.

Library: The library is administered by a qualified librarian and five library assistants maintaining different sections of the library. Grilled windows and proper lock and key mechanisms ensure the safety of the resources.

Sports: The sports grounds have been well tended and maintained throughout the year. The college grounds are available for use by other institutions and the funds thus generated are utilized for grant of scholarships and for exemption from payment of tuition and hostel fees to students who have distinguished themselves in games and sports.

Computers: Computer lab is maintained by ensuring the proper maintenance of the computer systems, installed UPS's and air conditioners. A Hardware engineer and a network supervisor are in charge of the computers and networking on the campus. Each computer laboratory has its own programmers and technicians for the maintenance of computer labs.

Classrooms: All classrooms are well ventilated and furnished for the smooth functioning of the classes. Tube lights and Fans have been added in new classrooms and painting work has been carried out in the labs and the classrooms. New benches, desks have been added and repair of the old furniture has been undertaken from time to time.

Water Purification System: Purified water through the reverse osmosis process is being circulated throughout the campus, for the purpose of drinking for both staff and students.

Sanitation: Separate washrooms have been provided for staff and students on the campus and are maintained and cleaned on a day to day basis. The washrooms are repaired and painted from time to time

to ensure proper maintenance of the same.

CCTV: CCTV cameras with DVR s have been installed in all the rooms of almost all the blocks as a part of security measures for both staff and students.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 15.14

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
325	467	246	654	403

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 9.82

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
363	47	360	290	307

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 20.88

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
645	541	579	546	609

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 27.69

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
176	232	257	308	219

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 16.61

5.2.2.1 Number of outgoing students progressing to higher education

Response: 150

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 76

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	1	1	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

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) during the last five years

Response: 37

5.3.1.1 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-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	9	3	6

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Student Council at Loyola Academy Degree and PG College is a body of student representatives who work along with the management acting as a bridge between the students and the administrative authorities. Student Representatives are selected from the UG and PG courses in the college based on their leadership qualities. The student council consists of around 80-100 members per year. The students are nominated from each department of UG & PG and there is a screening test followed by JAM session and interview round to assess their knowledge and capability as a leader. The students who excel in all the rounds are selected as council members. These students are diligent, responsible and are capable of balancing academics and their duties as student council members. They live up to the mark in the academic area as well as co-curricular activities.

The Student Council members are headed by the **Head Boy and Head Girl** at both UG and PG levels respectively. They are the torch bearers of the Student Council. The various portfolios are **Fine Arts, Cultural, Literary, Hospitality, Documentation, Media, Photographers, Creative, Event, Clubs and Discipline Committee**. The mentioned portfolios play important roles in leading the choir, dance and drama groups, hosting an event, decorating and arranging, reporting and maintaining the attendance record during college events, planning and organizing the events, ensuring smooth functioning of the clubs and maintaining the discipline in the college during events and programmes.

The student council works round the clock and organizes various events on the occasions like teachers day, Christmas, Independence Day, Republic Day, etc. They also initiate events or talk sessions for Haritha Haram, Women's day, Elections etc.

The student council is a body that has representation in the **Academic and Administrative Committees.** The Head Boy and Head Girl of both UG and PG are student representatives for the **Academic Council** meetings and their views and opinions are put forth and considered to be of utmost importance. They also play a major role within the **IQAC / AQAR committee**.

The student council members are also included in the committees of **Resonance – Annual Intra-College Cultural, Literary and Fine Arts Fest**, **College Day** and **Awards Day**. They are divided based on their portfolios into various committees such as Steering Committee, Documentation, Event, Risk Management, etc. to plan and organize these events.

The Student Council with no doubt remains the **major body** that helps the college function in all ways to reach out to the other students. They also help the various other committees of the college such as Women's Cell, NSS, NCC, etc.

They have been the backbone of the college for years and will continue to be so. They are active right from the day they are declared as leaders chosen to lead the college. Such a student council comes as a blessing and the members of the council work as a team in parallel with the management to make college a better place for the students and staff.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 11.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	12	10	11	12

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Loyola Academy Alumni Association (LAAA)

Loyola Academy Alumni Association is dedicated to foster an enduring relationship between LA and it's Alumni. It is a statutory body in the college that is registered under the Telangana Societies Registration Act, 2001. We have started a tradition of organizing our Alumni meet on every second saturday of November. One of the great positives about graduating from the 35-year-old Loyola Academy with approx 1,200 new pass-outs each year is being 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. A few statistics are:

- 20,000 Alumni is rendering dedicated support for the Alma Mater.
- 8000 and more Alumni are well placed with more than 10+ years of experience.
- The Alumni meet up more than 18 times a year across the country.

Objectives :

- 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.
- To provide 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.

- To inculcate the spirit of volunteering and cooperation amongst the Alumni.

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.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: <2 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The Institute's focus and core ideology is reflected in its Vision, Mission, and Governance structure.

Vision: To impart higher education with integral formation that involves Academic Excellence, Spiritual Growth, Social Commitment and Value Based Leadership.

Mission: To form "men and women for others" and mould our students as global citizens with competence, conscience and compassionate commitment. Special concern is shown towards the socially and economically underprivileged students

Governance Structure:

Governance at Loyola Academy is about applying the core values of the college in the everyday life on campus. The management team works towards keeping an ideal atmosphere in the college to carry out its vision:

- Rector / Superior
- Correspondent
- Principal
- Vice-Principal PG
- Vice-Principal UG
- Controller of examinations (COE)

The Principal, who is the Academic Head of the Institution, is aided by Deans, of various committees, Heads of the Departments, Finance Officer, Section Heads, and Coordinators of other committees.

Loyola Academy, as well as the Principal ensures seamless management systematically, encourages participative leadership by involving lecturers and stakeholders at various appropriate levels of decision-making.

Institute conducts a governing body meeting every year with the participation of Chairman/Provincial, Vice Chairman/Superior, Correspondent, Principal/Secretary, UGC nominee, university nominee, government nominee, educationalist, treasure, staff representative and other members. The governing body with the help of Jesuit community takes immediate steps as per the urgent needs of the institution. Based on the requirements of the institution the resolutions of the finance committee presented by the treasurer will be ratified in the governing body meetings.

The Institute conducts Academic council meeting every year with Principal, Correspondent, Vice-Principals, NAAC coordinator, government nominees, three university nominees, one government nominee, legal expert, Controllers of Exams, alumnus, Doctor, all Deans, Coordinators and Heads of the

Departments to ratify the Board of Studies resolutions.

For all Board of Studies meeting the Principal, Vice-Principals, Heads of the Department, subject expert, industrial expert and university nominee will attend to frame the syllabus according to industrial requirements and these resolutions will be ratified in the academic council meeting. Courses offered are in tune with the mission and vision. Institution develops cordial relationship with all the stake holders.

Funds received from UGC are utilized as the stipulations given by UGC. The Institution allots adequate budget for institutionalized programs. IQAC and staff fraternity is involved in quality enhancement. Value additions are taken care off. The academic calendar is prepared periodically.

The management and the Principal follow an open door policy of leadership where the stakeholders are free to come with their suggestions. Through the corresponding functional committees, they participate in finalizing curriculum design, teaching methodology of common courses, examination reforms, maintenance of academic standards, student welfare, budgetary requirements, academic standards, policy-making, academic council, finance committee and progression in innovation and research. Societal impact and responsibility are assigned prime importance, such that the Institute contributes to sustainable socio-economic development through globally competitive competence.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization and Participative Management:

Decentralization: The institution has a decentralized and transparent mechanism in management, administration, financial and academic affairs, whereby responsibilities are delegated from the **Administrative level** management to the **operative** level. Student council and various stakeholders are involved in the first level management to focus on policymaking and major decisions.

The Governing body is the highest decision-making body, which formulates rules and regulations, delegates' powers and responsibilities to various committees, which comprises of the Principal, Deans, Coordinators and Heads of the Departments (HoDs).

The constitution of statutory committees like Governing body, Academic Council, Finance Committee, Board of Studies are systematically carried out with specified functions.

Participative Management

There are 42 non-statutory committees working to identify possibilities, planning, organizing,

implementing and monitoring all the activities of the institution.

Well-structured committees like Board of Studies take department level decisions. HODs, Governing council members and Management attend the Academic Council meeting to develop of the departments and the institute.

Case study: IIIC (Integrated International Immersion Conference), 2017-18

Seminars and conferences are organized at Loyola to realize the Institution's goal of exploring knowledge through research and innovation, building global competencies and meeting new technologies, in alignment with the vision and mission of the institute**.** IIIC was held in 2017-18, was a six day (23rd Feb to 28th Feb) multidisciplinary conference.

Introduction:

The IIIC conference encompassed best practices, innovative ideas, topical issues concerning inter disciplinary ways to facilitate collaboration and generate opportunities for learning, academic growth, research and employment.

IIIC (Integrated International Immersion Conference), with the theme INIGO(Igniting Novel Ideas to Generate Opportunities) had several erudite guests speaking on the importance of **preparing men and women** as next generation entrepreneurs. The conference was attended by delegates from different colleges of the world from France, UK, USA, Middle East, Reunion Island, Netherlands, and India.

More than 650 students and the staff were registered for this conference and presented papers and posters. Several departments of Loyola Academy exhibited more than 50 models which displayed creative thinking and innovative skills.

Planning:

In order to make this six-day event a huge success, all faculty members of the institute were involved and 9 different committees were formed executing different responsibilities.

Each committee constituted a minimum of three and maximum of five persons of different departments in a descending level of hierarchy to make the event a success.

Implementation:

The management of Loyola confirmed the plan. All the Committees, HODs, Student Council, Staff and Students set the goals instructed by the Principal. Every department prepared an Action-Plan based on the goals set by the Academy. This academic event was also blended with cultural activities, a variety of dances depicting different cultures and a Shakespearean drama.

After the conclusion of IIIC, the students were sent on a field trip.

Conclusion:

The participants have gained huge creative and skill based knowledge on innovative research practices

fulfilling the goal of Loyola Academy to **explore knowledge in Research and Development**. Interaction with foreign delegates managed to accomplish the goal of **building global competencies**.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Loyola Academy is a part of ANDHRA JESUIT PROVINCE. The institution has a strong strategic plan prepared for 10 years. The following are the main strategies of Loyola Academy

1. In order to offer meaningful counsel services, the institute will ensure at least one full time councilor-lay person or a Jesuit-in every school/college of the province from next academic year.
2. Loyola Academy will launch a research center, beginning with science subjects, particularly Biotechnology
3. From the academic year 2018-19, Loyola academy will explore the possibility of launching an evening college (self-financed-second shift) on its campus
4. By the beginning of the academic year 2020-21, Province will take steps to establish a school of excellence, Loyola Academy, with the financial support of St. Patrick's School.
5. Before 2022, Loyola Academy will construct an auditorium in the campus that could also be used for renting to generate income for the college.
6. Loyola Academy will construct a separate building for school of Commerce in its campus from academic year 2022-23. Loyola Academy will launch a business school in its campus in collaboration with XIMB (Xavier Institute of Management, Bhubaneswar)
7. By 2025-26, The management will start two new schools-one in the campus of Loyola Academy and another in the campus of Andhra Loyola college.
8. By 2026-27, Spirituality Commission (SPC) will take steps to establish psycho-Spirituality centers in Loyola Academy.

Activity: Augmentation of infrastructure: INIGO block

To meet the demand from the industries, introduction of new courses had created an urgent need to expand infra structures like classrooms, laboratories and staff rooms. To overcome this problem, the college has decided to construct a separate building. The proposal was admitted and ratified in the governing body meeting held in the year 2002 for implementation. The required documents of permissions from HUDA (D.No. 1344/P4/H03 date 28-04-2003) and Municipality (Document number D/401/427/03 Date 05-09-2003) were procured. The proposed infrastructure was named after the founder of Jesuit society St. Ignatius of Loyola as INIGO Block. Completed in 3 phases, the construction in each phase was discussed and ratified in governing body for implementation. In the first phase (ground floor and first floor) building

was constructed for Laboratories & Class Rooms and it was inaugurated on 5th September 2004 by Rev. Fr. Morampudi Joji SJ under the blessings of Rev Fr. Amalnath SJ. In the second phase, construction of a big hall called INIGO hall for seminars & for college events and above that laboratories were constructed and was inaugurated in 2009 by Rev. Fr. P. Anthony SJ. under the supervision Rev Fr. K. S. Casimir SJ. In the third phase classrooms and staff rooms were constructed in 2010. In 2014 the block was equipped with solar system for electricity and the no. of solar panels was increased in 2019. The INIGO block has 47 classrooms, 23 laboratories and one lift.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The organization has a well-structured administrative setup with Governing Council as the highest decision making body. The administrative setup is displayed in **the college website**. The functions of various bodies are given in the link for **additional information**.

Chairman, Governing Body/ Provincial:

Fr. P.S. Amalraj is the present Provincial of Andhra/Telangana Province. He looks after welfare of Jesuits/Institutions in this region. The main responsibilities of a Provincial are-

Vice Chairman, Governing Body/Superior:

Fr. S. Raju is the present Superior of Loyola Academy, Secunderabad. He looks after welfare of the Jesuits, teaching and non-teaching staff and students of the Institute.

Correspondent:

Rev. Fr. J. Thainese SJ is the present Correspondent of Loyola Academy; He looks after the recruitment of staff and acts as a liaison between Loyola and the World.

Principal:

Fr. P. Anthony is the present Principal of Loyola Academy, Secunderabad. The principal looks after smooth functioning of academic and administrative activities. Heads of department assist him in this matter.

Service Rules:

Loyola Academy follows the procedures mentioned by Loyola Academy Society, these service rules are deemed to be in consonance with the provisions of the Societies Registration Act XXI of 1860. These rules are effective from **1.06.2012** on matters covered by these rules.

Procedures:

Loyola Academy practices procedures for the following areas of administration:

- Grievance Redressal
- Disciplinary Action
- Grant of Leave
- Performance Appraisal
- Retirement and Settlement of Account

Recruitment:

"Appointing Authority" in the staff service rules refers to the Correspondent of the college with responsibility for the appointment of Staff under his supervision as per Loyola Academy Society guidelines. The recruitment is classified depending on the nature of appointment, viz., Part Time Employee, Substitute, Casual Employee, Contract Employee, Temporary Employee, Permanent Employee.

Promotional Policy:

The promotional policy of the college is impartial and transparent. A regular employee in a particular post is elevated to a new post in a different stream or higher post other than by regular promotion, he/she has to relinquish his/her existing post before joining the new post and shall work for a period of one year thereafter and is liable at any time during that period, to be reverted to the original post at the discretion of the management.

Grievance Redressal Mechanism:

The Grievance Redressal Mechanism of the institution is established with an aim to provide easy and readily accessible procedure for prompt disposal of the day to day genuine grievances of the student and faculty community in maintaining a congenial atmosphere.

Grievances received are addressed systematically with active involvement and cooperation of the respective department / section concerned with the grievance; maintain necessary confidentiality in handling process.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

    1. **Planning and Development**
    2. **Administration**
    3. **Finance and Accounts**
    4. **Student Admission and Support**
    5. **Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Institute has various committees constituted for transparent functioning of day-to-day operations. There are about 42 committees working on various activities of the institute with well-defined functions and responsibilities of the Institute. These committees periodically organize meetings and the decisions taken are forwarded to the Principal, who forwards it to the finance committee for taking necessary actions.

Activity:Implementation of Malpractice Prevention Committee

Introduction:

Following its vision and mission to impart values, the institute involves the all round development of its major stakeholders. In order to prevent the cheating rate during examinations, a "Malpractice Prevention Committee" was formed constituting of 10 members with the Vice-Principal, Examination Chief Superintendent as the Chairman of the committee. The committee members are changed every year in order to avoid discrepancy. The main purpose of this committee is to find out various forms of malpractice and give proper counselling to the respective students booked under malpractice in presence of their parents. This will help the students understand that the examination malpractice is wrong during, before and after the examination.

Action Plan:

The Chief Superintendent and the Controller of Examination calls for a meeting for all the staff before the external examinations and instructs the invigilators. Among those guidelines, the following point is stressed regarding malpractice during the examination.

"Malpractice has to be viewed very seriously and no leniency will be tolerated. Talking to others in exam hall or looking at others answer sheets, exchanging answer sheets/question papers, borrowing or lending calculators or stationery items like scale, pen, pencil, eraser etc., mere possession of any printed/written material (whether used or not during the exam), or any relevant/irrelevant writing on one's palm or any part of the body will be treated as malpractice. The Malpractice Committee (MC) will give suitable punishment, as per norms by Osmania University (cf. Examination Manual 2003: pp 23-26). Suitable announcement should be made to all students at the beginning of every exam."

Preparation:

The Malpractice Prevention Committee meets atleast a month before the commencement of examinations, both internal and external, to discuss the sources of malpractice and actions to be taken.

Malpractice Prevention Committee confirms that the invigilators, examination block-in charges, Vice Principal, Principal, Controller of Examinations have the right to charge a student under malpractice, provided it satisfies the rules amended by the Committee. A photograph is taken as a proof of malpractice.

Implementation:

The committee meets again after the examinations, and the number of students booked under malpractice is put forth. The Committee takes a final decision regarding debarring the student from appearing in the subsequent exams, both theory and practicals, depending on the level of malpractice. The candidate has to reappear for the exam in which he/she was caught cheating. This rule is valid for both regular and supplementary examinations.

Conclusion:

Over the years it is observed that the malpractice rate has decreased gradually. The Malpractice Prevention Committee can claim its success by the reduced rate of malpractice.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institution and its management takes immense care in providing effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees.

- Financial Encouragement to the staff who qualified NET/SET and completed Ph.D. is provided with incentives in the form of increment in salary.
- Some Employees are covered under EPF and Gratuity.
- Maternity and Medical leaves are sanctioned for the staff.
- Advances are paid to the temporary and permanent staff.
- Registration fees, Dearness allowance, Travel grants for faculty attending conferences and workshops are provided.
- Non-teaching staff are provided with ESI& EPF facilities.
- In a medical emergency, advance is given to the teaching and non- teaching staff.
- Concessional on Transport and Medical facilities for all the staff.
- Financial support is provided for publications by the staff.
- ATM facilities are available in the campus.
- Loans are given to the staff.
- Concession in fees to the employee children.

List of Healthcare measures by the Institute

- Part time Medical facility with qualified Doctor is available in the institution.
- Sports, gym and yoga facilities are provided for staff and family.
- Free check-up camp for Hb, B. P. and sugar is organized for teaching and non- teaching faculty

The college supports the staff in happy and stressful moments. All the staff in the college conduct themselves like members of big joint family and always participates in the moments of happiness and sorrow in an individual's life. Loyola Academy has a Welfare Association for both teaching and non-teaching staff which is headed by the Principal.

Welfare Association:

The **Loyola Academy Staff Welfare Association (LASWA)** was started in the year 1994. It is a mutually

aided cooperative society. The teaching and non-teaching staff members of the society will contribute different amounts ranging from Rs.100/- to Rs.4000/- as per their financial capabilities. The members who want loan for meeting their economic needs can avail the loan upto Rs.5,00,000/- @ Rs.1/- as interest. The accumulated interest will be distributed to the members of the society every year in the month of December. Any member of the society after his / her retirement can get their accumulative share amount with interest plus Rs.2000/- gift voucher as token of affection from the society. The day-to-day activities of the society is looked after by the governing body of the society. Periodically the governing body conducts meetings for smooth functioning of the society. New staff members joining the college are also encouraged to join he society for their economic well-being.

Presently total no. of members in the association is 122 (both inclusive of teaching and non-teaching staff), among them, 113 are unaided and 9 members are aided. Total turnover is 86 Lakhs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 16.71

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
43	27	13	11	19

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.6

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	2	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 13.52

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
45	16	14	8	9

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- The Institution has a formal "Annual Performance Appraisal" for both teaching and non-teaching staff which is conducted every year. The faculties are required to submit the filled in proforma of self appraisal.
- The consolidated reports are analyzed, reviewed and appropriate actions are taken. This system helps the staff in setting up new goals and self-assesses their strengths and weaknesses.
- Based on the Annual appraisal, the teaching and non-teaching staff are given increments and this becomes one of the parameters in giving promotions in their respective cadre.
- On an average 95% of the staff are given increments in the last 5 years and 25% are promoted in

their respective cadre.
- Based on the filled in proforma, faculty are also suggested methods of improvement.
- Non-teaching staff are also assessed based on their work achievements, qualification enhancement and adaptability towards the technological changes.

Mechanism of Performance Appraisal at Loyola for Teaching Staff:

The evaluation of teaching staff by different stakeholders like students, parents, administration and employers are taken periodically to set new goals for the faculty. A staff evaluation report is prepared at the end of every academic year and the overall performance is evaluated based on that report, by the Correspondent of the Institute. A sample report is uploaded as additional information.

The staff evaluation report considers the following aspects-

1. Student Evaluation
2. Peer group Evaluation
3. Self-Evaluation
4. HOD Evaluation
5. College Administrative Evaluation
6. Strength of the Lecturer (Punctual/maintains discipline/uses creative methods of teaching/engages full hour)
7. Weakness of the Lecturer (Not sensitive to students problems/not friendly and easily approachable/ lack of clarity in teaching/doesn't take extra effort in helping the students)
8. Average number of classes
9. Teaching and Learning evaluation
10. Co-curricular and Extension activities
11. Research and Academic contribution
12. Publications / Books
13. Qualifying in NET/SET
14. Completion of PhD
15. Number of leaves applied, Number of late comings
16. Overall Responsibility in the department/class and campus
17. Any other achievements
18. Individual Lecture Pass Percentage

After analyzing individual reports, Loyola Academy Society recommends the desirable activities performed by faculties to increase his/her scoring in the points through the IQAC committee of the college.

All the teachers are placed in higher grade because of this efficient mechanism.

Like the teaching staff, the college also strictly follows the systematic procedure for the appraisal of the performance of the non-teaching staff. The Management, considers the performance and compliance of the staff with the orders of the administration. The principal verifies the performance and recommends his / her promotion.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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 needs be, 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.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 2.27

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.27	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Mobilization of Funds:

The major sources of revenue for the college is the annual fee collected from students which include general fee, special fee, and miscellaneous fee. The other sources of revenue include salaries for aided staff from state government, the interest generated from the fixed deposits and savings bank accounts, placement and sale of scrap. The fee is collected as per the guidelines fixed by the Loyola Academy society. The fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute.

The interest earned on these fixed deposits is also being utilized for the needs of the institution.

Mobilization of funds is also done through sponsored projects from UGC. Funds are also mobilized through consultancy and philanthropic contribution. Below are the details of the grants sanctioned by the UGC for different years.

Strategies for optimal utilization of financial resources:

The finances collected are utilized for the purpose of academic growth, administrative requirements, repair and maintenance, extracurricular activities, designated expenditure, fixed assets, New proposals, Land, Gratuity fund, FD's, cash at hand, bank and advances.

During the budget preparation in the institution, all the academic heads are requested to provide the annual budget requirements keeping in view of development and the updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software, etc.

The same is placed before the Finance committee and the committee in turn deliberates and makes necessary changes for a proper balance of receipts and expenditure. The same is then submitted to the Governing body for approval.

The Governing body further approves the budget and forwards to the Executive Committee of the management for perusal.

The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case.

The funds received from sports (Sanction of Grant – in- aid under the scheme of sports infrastructure during XII Plan period) was utilized for construction of an indoor stadium.

The funds received under College (XI plan allocation under GDA) / CPE (Do No.21-50/2014 (PE)) grants were utilized for Academic linkages, books and journals, chemical technology, enrichment of teachers, equipments, extension work, healthy practices, industry linkage, infrastructural improvement, lab consumables, language lab, library automation, maintenance of equipments, office automation, science equipments and science research, up gradation of class rooms and seminar halls.

The funds received under major/minor research project grants were utilized for equipments, consumables, chemicals, stationary, attending seminars, collection of information, publications towards research projects.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The Internal Quality Assurance Cell (IQAC) is a strategic initiative by Loyola to ensure consistency and quality in all aspects of the functioning of the Academy since 2014.

The IQAC meets frequently to take action on various aspects such as **Procedures and Evaluation standards.**

The IQAC discusses procedures and processes to ensure smooth functioning in the campus. Evaluation standards for students and faculty are also discussed and decided upon.

Two best practices were institutionalized by the IQAC initiatives to assure quality of the Institute also keeping in view the Vision and Mission of the Institute:

1. Academic Audit

Every semester IQAC conducts internal academic audit for each department and faculty members to asses teaching, research and consultancy and examinations and to improve the quality of teaching and learning process. The template of audit forms is sent to the HOD and other faculty in the department and duly filled forms with proofs are inspected by IQAC coordinator and are submitted to the principal for further perusal. The IQAC is also inspected by an external advisory committee nominated by the state government. The advisory committee inspects the documents available in the college, criteria wise, and gives the grades accordingly.

2. Quality Enhancement Strategy for Academic Excellence

Goal: To upgrade the knowledge of students by conducting academic seminars annually.

Context: Loyola Academy is an Autonomous college, and under the autonomous status every department can upgrade their syllabus annually by conducting, Board of Studies meeting by inviting subject experts from industry and Osmania University who review the existing syllabus and give suggestions for upgrading syllabus. Any suggestions which are difficult in implementation in the syllabus are taught o students in academic seminars which are organized by the departments.

The Practice: Every department at Loyola Academy prepares an academic calendar for the next academic year and takes the approval of the principal. According to academic calendar, the head of the department conducts academic seminar. In the academic seminar subject, experts from industry and / or from academia are invited to deliver a talk on the topic for the benefit of students. Quiz competitions, paper presentations, poster presentations are also conducted as a part of quality enhancing of academics. The seminar can be state wide or national or international.

Evidence of success: Collection of evidence of success is very essential for sustenance of the best practice and its subsequent implementation for next year, as a part of evidence feedback from few students will be collected and analyzed and proper and necessary actions are taken.

Problems encountered and Resources required: To avoid the sudden unavailability of resource persons on the date of the academic seminar date, the head of the department periodically remains in contact with subject expert for confirmation of his or her presence. Loyola Academy has an excellent infrastructure of conducting academic seminars of capacities up to one thousand students.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The institution reviews its teaching learning process, structures & methodologies of operations through Academic Departments. The IQAC is responsible for developing, coordinating and monitoring academic assessment activities to effect improvement in student learning.

The IQAC supervises and conducts the following activities-

- Lesson plan is be prepared in every course and instruction is to be delivered adhering to the academic plan.
- Motivation towards research for staff and students. Assistance to students to get admission for higher education.
- Encouraging teachers to involve students to do mini projects.
- Expert lectures/NPTEL lectures to create wide exposure to students. Conducting skill development training programs.
- Video lessons, PPT's, lab experiments on theoretical concepts.
- Periodical evaluation of results and counselling the students as well as faculty.
- Conducting extra classes for the academically backward students. Faculty are using teaching methods such as blogs, social media for posting hyperlinks, and guiding students on use of online databases for project work.
- Facilities are provided to assist student to make seminar presentations.
- Each department regularly invites guest faculty and industry experts for lectures and evaluation.
- Visits are organized to industries, various social organizations, exhibitions, and technical fairs.
- Advanced learners are encouraged to present papers at seminars and workshops.
- Attendance registers and course files are maintained with day-to-day outcome mapping and the delivery mechanism.
- Feedback is collected once in a semester. It is communicated to faculty and Heads of the Departments and necessary measures are taken.

All the suggested changes in the curriculum by the departments and their BOS are put forth to the academic council for approval.

Outcomes

1. Revising the curriculum according to the needs of the present day.

2. Alumni feedback has helped in refinement of curriculum.

3. Inclusion of value added courses, training programs led to better placements.

4. The Institute has been recognized as College with Potential for Excellence by UGC

The following are two examples of IQAC setups:

Semester Wise Academic Audit:

At the end of every semester, the IQAC cell of the institute conducts an internal academic audit to analyse the statutes given to the teachers. The IQAC coordinator schedules a date for each department. The auditing is done for each individual lecturer of the college. They have to submit their teaching diaries, assignments given to the students, Internal marks list, Lesson plans etc., Through this system of review, the IQAC observed that for continuous development of teaching-learning, there is the necessity of enrichment of ICT infrastructure. Therefore it emphasized the increasing the ICT infrastructure.

Enrichment of ICT Enabled Classrooms:

IQAC emphasised the use of ICT in teaching and learning for that it started encouraging the faculties to use ICT tools available in the college. It recommended the college to purchase the ICT tools, including latest configuration for PCs, and laptops and LED TVs, projectors. Internet connection was upgraded periodically. For fast internet access, the college has taken 25 mbps lease line connection. It encouraged faculties to create blogs attached to college website and WhatsApp group, for communication with the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	2	3	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Recommendations by NAAC Peer team	Quality Initiatives Taken
Teachers May be Encouraged to do PhD and Publish papers	**85** research papers and **215** text book/conference proceedings were published (criterion 3). Also financial support is being provided to teachers registering for PhD, to attend workshops/conferences in order to build up the research oriented teaching system. During 2nd cycle the total number full time teachers with doctoral degree were 14 and now another 10 full time teachers encouraged for doing Ph.D. and Publish papers now

	the number is 27. Teachers are constantly encouraged to publish research papers.
Number of books in the library may be increased and digitization of Library	**The library has been enriched with latest textbooks, journals and periodicals. The number of books during** 2nd cycle of evaluation was **33845** (criterion 4) and now the number has been increased to **58242**. Total of **24397** new books, journals and periodicals purchased after 2nd cycle. The library is completely digitilized and computers are made available separately for girl and boy students (e-learning centre). The library related software's/Databases like DELNET and N-List of UGC were subscribed and renewed periodically.
The College may go for Deemed University status	Discussions and deliberations are on anvil.
Professional courses be started	Professional courses like Bachelor of Business Administration (BBA), B.Com. International Accounts and Finance (IAF), B.Com. Business Process Management (BPM), B.Com. Strategic Finance (SF) were started. These courses provide students a direct gate-way to the corporate world.
Regular coaching for competitive examinations to be started	Few departmental faculties are guiding students interested in higher studies by providing them with the required material.
Faculty development activity needs augmented	Every year IQAC conducts a minimum of 2 orientation programmes, faculty development programmes and workshops. Faculty has been encouraged to publish their research work

The following is the list of other quality initiatives post-accreditation:

Administrative:

- Implementation of e-governance
- Increase of digital transactions
- Regular organization of departmental and working committee meetings
- Recruitment of staff with PhD is increased

Academic:

- Increase in the use of ICT in teaching-learning process
- Enrichment of ICT infrastructure
- Increase in the number of seminars, workshops and conferences organized by the departments
- Reforms in the internal evaluation process
- Development of Industry oriented curriculum
- Latest softwares are bought to keep up with the upcoming technologies.
- Humanities lab is reformed

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 18

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	7	3	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

a) Safety and Security

The safety and security of women in the college campus is of paramount importance.

- A female security guard is deployed at the entrance along with the other security personnel. Entry of students with ID card is strictly followed. Additionally, security guards are stationed at all the focal points in the campus.
- We have a total number of 305 CC cameras mounted in the campus specifically at the entrance points, walkways, corridors, canteen, seminar halls, classes and laboratories. CC camera recordings of previous 30 days from the current date will be saved.
- Sanitation and hygiene is well maintained by providing safe and clean washrooms for women installed with sanitary napkin vending machines. There is a medical centre with a female doctor. First aid kits are at the disposal to all the students in all blocks.
- Committees are formulated to provide a healthy and congenial atmosphere to the staff and students present in the college. We have a **Discipline Committee**, which addresses the behavioural issues

with respect to academic misconduct or violation of the standards in the college. The **Anti-Ragging Committee** implements measures to curb ragging. The **Sexual Harassment Prevention Cell** ensures measures to combat sexual harassment. The **Women Empowerment Cell** conducts talks, events and self-defence training programmes for women.

- Along with these, additional care is taken during field trips and tours. A female staff member escorts girl students during the visit. Fire safety equipment is positioned in all the blocks which can be handled by both males and females. A set of students are trained to handle the equipment. The boundary walls of the college are elevated and mounted with glass pieces to prevent any outside interference.

b) Counselling

The college counselling club is titled as ABHAYA. College counselling takes place in public as well as private settings. Counselling is intended to promote student achievement, improve student conduct and attendance, and assist students in developing socially. Periodical counselling is done at the classroom level in the mentoring sessions.

The name and details of the individual to be counselled is kept under wraps. The sessions are offered in privacy and strict confidentiality. Based on the problem encountered, counselling is provided by a committee constituting senior faculty members. The reports are documented and retained for further use. To name a few, the Counselling Cell handles issues like suicide prevention, substance abuse, interpersonal conflicts, relationship management, anger management, emotional disturbances, peer pressure and value-based conflicts.

c) Common Room

There is a common room for the Day Scholars' which is centrally located and accessible for all the students from all the blocks. There are also two common rooms for girls', one in the CS Block and another in the IG Block. Along with these, there are two common rooms for hostellers, one in the girls' hostel and the other in the boys' hostel. There is also a common room in the main library, which is mostly for the students to read books, discuss ideas and share their knowledge.

File Description	Document
Any additional information	[View Document]
Link for Additional Information	[View Document]

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 19.89

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 90000

7.1.3.2 Total annual power requirement (in KWH)

Response: 452588

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	
Any additional information	

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 24.89

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 5364

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 21548

File Description	Document
Details of lighting power requirements met through LED bulbs	
Any additional information	

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid Waste Management:

Several activities and actions were undertaken for the safe disposal of waste from the campus.

- Triple case dustbins are positioned in specific places for collection of wet, dry and plastic waste.
- Solid waste is collected from all the blocks each morning by housekeeping staff and assembled at the Solid waste storage and segregation house.
- Leftover food from the girls and boys hostel is treated as a meal for the cattle.
- Paper waste is recycled by contacting ITC-Waste Management and Recycling Unit. In a period of eight and a half months 1933 kgs of used books and newspapers were collected and a total of 459 new books was acquired.

- Two types of compost pits are designed – 10 Vermicomposting and 3 general composting. The garden and kitchen waste from the canteen, hostels and the Jesuit residence is source material for the above pits. This manure is used in our own garden for vegetation and garden proceeds/vegetables are made available to all staff members.
- Microbial cultures from the lab are autoclaved at high pressure until 121 °C is reached and then steamed for around 15–20 minutes.
- Students of M.Sc Biotechnology completed an Online Certificate Course on solid waste management from GHMC.

Liquid Waste Management:

- All the chemicals are being used efficiently, taking care to minimise wastage.
- Low-hazard aqueous waste is poured down the sink. Dilution to the sewer is offered as the most appropriate method for disposal. Organic solvents are recycled in the chemistry labs by means of distillation units.
- Liquid waste from points of generation like the canteen etc. is let out as effluent into a proper drainage facility to avoid stagnation.
- Reverse Osmosis Plant is installed in the campus that caters to the drinking water needs of all the students, teachers, support staff and visitors.Raw water with an average Total Dissolved Solids [TDS] of 650 ppm or above is treated to reduce the content to 25-50 ppm the generally acceptable upper limit of the TDS. The water rejected from the plant is used for gardening and washing.

E-Waste Management:

- The components are repaired and reused by the next batch of students of the Dept. of Electronic Technology till they are considered as scrap.
- Electronic circuit design implementation is done through simulation software and tested before it goes for real hardware circuit to minimize the wear and tear and burn out of components used in circuits.
- Faculty of the Dept. Of Computer Maintenance & Hardware use the damaged computers to instruct the students in the practical sessions of the course.
- UPS Batteries are recharged and repaired.
- The electronic equipment that needs to be disposed is collected at a central store and handed over to the certified vendors. Buy-back system is maintained for computer parts by the central store.
- Old computers are donated to schools of our sister concerns.

An MOU has been signed with Rapidue Technologies(Recykal) for waste disposal of plastic, paper,metals and electronic items.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The primary objective of Rain Water Harvesting at Loyola Academy is groundwater recharge. The prime source of water in the campus is ground water. Almost 95% of the water harvested every year is used for recharging groundwater aquifers and reserves beneath the surface area. Over the years, the campus has been topographically-engineered in such a way that roads and concrete structures assist in and promote the cause of rainwater harvesting and conservation.

For instance,in low-lying areas where water eventually flows, there are drains on the surface and conduits underneath the ground that channelize water to rainwater harvesting facilities. Another instance of a topographic design is a channel-reach incised on one side of the road, depth ranging between 1.5 Feet and 7 Feet, observed on the road from the Information Kiosk to the Junior College Campus.

Rainwater Harvesting & Groundwater Recharge Bunds

The Working Campus of Loyola Academy has many rainwater harvesting bunds, particularly in areas where the runoff coming from external catchments is high. These bunds slow down water sheet flow on the ground surface and encourage infiltration and soil moisture.

Check Dams

There are three concrete check dams in the college. They interrupt the flow of water and flatten the gradient of the channel, thereby reducing the velocity of water during heavy rains and flood-like situations in the campus. These check dams also induce infiltration. There is a check dam placed in a swale in front of the Inigo Block. In the rainy season, it slows flow velocity and distributes flow across the swale to avoid preferential paths and guides flows toward vegetation. In extreme flow situations, it acts as a sediment-trapping device, as particles in suspension settle and come to rest against the check dam. Additionally, certain roads on raised pavements also act and function as check dams.

Rooftop Rainwater & Surface Water Runoff Harvesting

1. There are several RCC Rooftops of blocks and buildings in the college and galvanised iron or corrugated sheets that serve as catchment areas. The catchment area directly receives rainwater and channelizes it further to the water harvesting facility.
2. The rainwater harvesting system of the college has got campus-wide connectivity through drains and conduits. Conduits are pipelines that carry rainwater from the catchment or rooftop area to the harvesting system. For surface water runoff, there are drains on the surface and conduits underneath the ground, in low-lying areas where water eventually flows, that channelize water into rainwater harvesting facilities.

Storage & Recharge Facilities

There are two huge recharge facilities in the college, one in Working Campus , which is the Groundwater Recharge Well and the other in Extended Campus, which is a Percolation Tank (Capacity: 1.5 Crore Litres Approx.). Apart from these two, there is one Rainwater Harvesting Pit in the Agriculture Block, proximate to the bore-well in the block. All the conduits that transport the harvested water from various catchment

areas like rooftops and roads transport the harvested water to these facilities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The Green Club of the college makes an effort to promote practices that improve environmental quality, minimise waste and conserve natural resources and energy.

Transportation: The management restricts vehicle entry inside the college. All vehicles are parked at the parking lot. Thus, all the roads inside the college are pedestrian friendly. Staff and students are encouraged to adopt carpooling and bike sharing practices, while those staying near the college are advised to use bicycle for transportation to cut down the pollution levels and fuel consumption. Less than 1% of students and staff travel by bicycles. Eighty percent of students use the public and private transport. Ten percent of students come on foot.

Plastic Free Campus: Several initiatives have been implemented to sensitise the inmates on the menace created by plastic use. The management encourages the staff and students to carry their own refill water bottles as every block in the campus has been connected to reverse osmosis unit.

Paperless Office: A paperless office is an eco-friendly office but Loyola Academy being an academic institution could not completely do away with the use of paper. We have minimised the use of paper with the introduction of ERP (Enterprise Resource Planning) system. Most of our official documents are digitised. The management has recommended electronic records retention system in our examination cell. This is done to reduce carbon footprint caused by printers. Besides documents dealing with legal and administrative matters, only electronic documentation is maintained. All communications to faculty and students are done through e-mails and text messages.

Fr U S Paul E-learning Centre's Digital Library was updated with 1.34 lakhs e-resources available with WiFi access within the library and are also access enabled through the campus and lecturers' staff rooms with 1GBps optic fibre network.

Green Landscaping with Trees and Plants: Loyola Academy has well maintained and flamboyant

landscape with trees and plants. The campus is designed with longevity and sustenance in mind. The management has been actively pursuing plantation programmes since the inception of the college to increase the college's green cover. The college also actively partakes in 'Haritha Haram'-'Telangana Ku Haritha Haram' is a large-scale tree-planting programme implemented by the Govt. of Telangana in 2015 to increase the green cover in the state from 24% to 33%. The students regularly register the total count of trees and their species. Nameplates are affixed on the trees. The entire campus is lined with lawns, trees, and plants that are well maintained. Green cover is approximately around 70%.

Several events like seminars, both at national and international level, on Green Biotechnology and Green Chemistry were conducted. Talks delivered by eminent people were informative and triggered us towards organic farming. The students market organic vegetables at subsidised rates to the staff.

Solar Energy Production: The Capacity of the College's Solar Grid has been increased from 56 KV (225-275 Units a day) to about 153 KV (700-750 Units a day) to achieve 75% Energy Independence before upcoming academic year, supplemented by energy conservation practices.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 7

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.11	2.15	20.37	51.49	1.59

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. **7 and more of the above**

B. **At least 6 of the above**

C. **At least 4 of the above**

D. **At least 2 of the above**

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 27

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	5	6	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 52

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	13	12	7	12

File Description	Document
Report of the event	[View Document](#)
Any additional information	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide link to Courses on Human Values and professional ethics on Institutional website	<u>View Document</u>

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide URL of supporting documents to prove institution functions as per professional code	<u>View Document</u>

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 59

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	15	9	8

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Loyola academy celebrates national festivals, birth and death anniversaries of great Indian personalities and pays tribute to our revered freedom fighters for their sacrifices and for inculcating the spirit of harmony and togetherness, despite vast cultural and religious differences. These celebrations are conducted with the aim of infusing in students the zeal to commemorate the occurrence of great historical events of national importance and to imbibe a strong feeling of patriotism in the minds of the students.

Sl. No.	National Festival / Great Indian Personality Birth / Death Anniversaries	Activity Organized
1	Republic Day 26th January	The Republic Day celebration of the college was held under the leadership of the NCC and NSS wings of the college. NCC Cadets conducted a march past parade as a mark of respect to the nation. The national flag was hoisted by the Principal.
2	Independence Day 15th August	The Independence day celebration of the college was held under the leadership of NCC and NSS. The Principal hoisted the national flag and delivered the Independence day message.
3	Sir Sarvepally Radhakrishnan Birth Anniversary 5th September Teacher's Day	Teacher's Day is celebrated every year on 5th September at Loyola Academy. The celebrations are held from 1.30 pm to 4.00 pm. The event concludes with students expressing their gratitude to their teachers.
4	Pandit Jawaharlal Nehru Birth Anniversary 14th November Children's Day	Children's Day was celebrated by the NSS Volunteers by organising a visit to an orphanage. Volunteers also distributed refreshments to the children residing in the slums.
5	Sardar Vallabhbhai Patel Birth Anniversary 31st October National Unity Day	NCC Cadets organised a rally on the occasion of Sardar Vallabhbhai Patel's birth anniversary on 31st October. Some of the themes followed were unity in diversity, peace and harmony, etc.
6	Rajiv Gandhi Birth Anniversary 20th August Sadhbhavana Diwas	Loyola Academy pays homage to the former Prime Minister of India, Shri Rajiv Gandhi, by observing his birth anniversary, Sadhbhavana Diwas on 20th August every year. The NCC and NSS units of the

		college organised a seminar in which volunteers spoke about the valour of the Prime Minister and solemnly swore the Sadhbhavana pledge.
7	Maulana Abul Kalam Azad Birth Anniversary 11th November National Education Day	To commemorate the memory of Maulana Abul Kalam Azad, the first Education Minister of independent India, the volunteers of NSS, Loyola Academy, convened in a classroom in the Inigo block, Room No.204 at 2:00 pm on 11 November 2014.
8	Srinivasa Ramanujan Birth Anniversary 22nd December National Mathematics Day	The department of Mathematics, Statistics and Computer Science arranged talks by experts and conducted an intra-college Olympiad to mark the event.
9	Swami Vivekananda Birth Anniversary 12th January (description missing!) National Youth Day	NCC Cadets conducted an awareness program on the importance of e-payments on the occasion of the National Youth Day from 1:30 pm to 3:30 pm. Cadets visited different banks situated in Old Alwal and created awareness on the importance of e-payments.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial Transparency

- An Annual financial audit is conducted by an Auditor appointed by the Collegiate of Higher Education, Telangana. Additionally, there are also periodic internal audits in the institution.
- A detailed break-up of the college fee is provided to all the students at the time of payment of college fee.
- All financial transactions of the college are carried out through the bank in the college. The college administration office or any member of the institution is not permitted to accept or take holdings of cash from any person. Challans and cheques are generated and the payments are to be made and accepted at the bank.

Academic Transparency

- The college conducts an internal academic audit for all academic departments, headed by senior faculty members and the members of the IQAC.
- To percolate academic transparency among the student community, the Student Council takes an active role.
- The complete internal evaluation system and student attendance is made available online through the ERP system of the college.
- There is an active students involvement in the Academic Council.
- Continuous Internal Assessment and Semester End Examination Scheme of the college are presented in the handbook and posted on the college website.

- In CIA, a student can directly appeal to the lecturer concerned or the HOD regarding any clarifications on evaluation and assessment of the answer scripts.
- A fair system for revaluation of answer scripts is ensured by the Controller of Examinations.
- The Minutes of all meetings conducted throughout the academic year are recorded and are made available on demand.
- The Admission Process has been made entirely transparent in Loyola Academy. The college advertises about Admissions being open through college prospectus, website and through its student and alumni network. Interested students are required to apply online through the website for the courses of their choice. Students opting for aided courses like B.Sc. Chemical Technology must apply through Telangana DOST. There is a transparent system of entrance examinations, display of results, interview and counselling and allotment of seats based on merit.

Administrative Transparency

- There is Delegation of powers with responsibility at various levels.
- Staff are also involved in administrative roles.
- In case of disciplinary issues committees are convened, concerned individuals, be it the staff ,students or the management are given opportunities to state their version of the issue and the committees with diligence conduct impartial investigations.

Auxiliary Functions Transparency

- Placement cell drives,job offers and activities are made available to all students who have applied via email or through concerned student representatives and the details about placements are uploaded on the college website.
- The college has a huge campus and its grounds are often made available for booking on rent. The college in an effort to be transparent maintains a ledger book of all the ground bookings and leases.

The Authorities from the Regional Jesuit Provincialate visit the college annually to assess its financial, academic and administrative functioning.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1: PLANET

(Programme of Loyola Academy for Neighbourhood Empowerment and transformation)

1. Title of the Practice: PLANET (Programme of Loyola Academy for Neighbourhood Empowerment and Transformation)

2. Objectives of the Practice: After its inception in the year 2011, the PLANET programme formalized and consolidated all the social extension and outreach programmes and activities of the College as part of

the Curriculum.

The programme has the following objectives:

* To implement the mission of the college and the Society of Jesus, "to form men and women for and with others."
* To inculcate and to infuse in students social responsibility and a compassionate commitment and conscience for the society and the neighbourhood.
* To benefit society by rendering various services.
* To work with NGOs and Government Organizations for societal development and on various other socially relevant themes.

* To empower the rural masses and thereby establish close linkages between the Urban centre and the rural community.

3. **The Context:** In 2011, Loyola Academy launched the PLANET Programme with the aim of consolidating all its social extension and outreach programmes and activities, and to foster social consciousness and social commitment in students, by integrating PLANET into the Curriculum. PLANET was also conceived with the objective of supporting the local community. PLANET was conceptualized as a link between the society and young minds. It was to help stimulate individual initiative, self-determination, and leadership in students, while benefitting society.

4. **The Practice:**

* Participation in the PLANET Programme has been made mandatory for all the first year students of the college, through its integration into the Course Curriculum. PLANET has been given a mandatory One (1) Credit under the Choice-Based Credit System.
* In order to avail the mandatory One (1) Credit, first year students must compulsorily participate in social extension and outreach programmes of the college. Any student, who does not participate in the programme in the first year of the course, must participate in the programme during the subsequent year for availing the mandatory One (1) Credit.
* The PLANET Programme has a dedicated cell of its own with a Programme Coordinator who looks into the mandatory participation of all first year students.
* As Part of the PLANET Programme, the first year students of a specific department and the PLANET Programme Coordinator, on pre-planned dates (mentioned in the academic calendar), plan, execute and organize various social extension and outreach programmes. The duration of such programmes and activities may span from a day to a few weeks.
* The various social extension activities and programmes under PLANET include: (a) village adoption, (b) providing assistance to Government Schools, orphanages, juvenile homes, prisons, retirement homes, destitute homes, disabled homes, (c) promoting environmental consciousness through various awareness campaigns, (d) conducting drives intended at raising awareness about cleanliness & hygiene, blood donation, helping the poor, and many other noble causes.

5. **Evidence of Success:**

* The programme has had a 100% participation rate among first-year students for all the academic years since its inception. This is partly due the PLANET programme's integration into the curriculum.

- Feedback from students and the beneficiaries of the programme has been overwhelmingly positive. The PLANET Programme has inspired various students in the college to take part in social outreach and charitable activities on their own.
- After the inception of the programme, the college has organized more number of social extension and outreach activities. The college has also adopted a few villages, like Konaipally, Masireddypalli and Kanukunta as part of the programme.
- Apart from departmental visits for service and assistance, under the PLANET Programme to Government Schools, orphanages, juvenile homes, prisons, retirement homes, destitute homes and disabled homes, a total of 12 initiatives were taken to engage with and contribute to the local community in the year 2013-14. Similarly, 7 in 2014-15, 12 in 2015-16, 13 in 2016-17, 8 in 2017-18 and 12 in 2018-19 were taken and successfully implemented.

6. Problems Encountered and Resources Required: Mobilizing all first-year students to participate in social extension and outreach programmes has always been a challenge. However, once convinced, students themselves act as catalysts to the success of such programmes. All resources that were required for the initiation of such activities and programmes are available in the college; therefore, their smooth conduct could be ensured.

Best Practice 2: IAAC

Internal Academic Audit cell (IAAC) – A Faculty-driven Initiative for Academic Quality Control.

1. Title of the Practice: Internal Academic Audit cell (IAAC) – A Faculty-driven Initiative for Academic Quality Control.

2. Objectives of the practice: The main objective of Internal Academic Audit Cell is to identify the potential, applicability and efficaciousness of teaching, learning and evaluation practices, in order to assure high-quality academic inputs, processes and outputs.

Specific objectives are:

- To comprehend the current system and assess the strengths and weaknesses of the departments thereby, suggesting the methods for improvement and overcoming the weaknesses.
- To promote key developments that upgrade the curriculum and augments students' opportunities for job enrolment and career development.
- To be a driving force to attain perfection in all the activities, motivating the fulfilment of the core values of the college.

3. The Context: The Internal Academic Audit Cell was formulated in Loyola Academy to promote self-reflection and self-improvement among all departments and student activity centres of the college. It was introduced by IQAC in the College, under the purview of Quality Control and Scrutiny of Academic related matters and initiatives. At a department level, the Academic Audit reviews the quality of assets and the conditions facilitating the context of achieving the learning outcome.

4. The Practice: There are two phases in the academic audit. One, a self-evaluation phase. Two, an external evaluation phase. During the self-evaluation phase of the Academic Audit, the faculty look at the key activities in place that regularly improve the quality of teaching and learning. During the external-evaluation phase, Academic Audit Team conducts a review of the self-evaluation phase. The team reviews

the self-evaluation report of the faculty (format is prescribed, initially); conducts a site visit, and writes its own report that includes commendations, affirmations and recommendations for continued improvements.

Internal Academic Audit Cell (IAAC) constitutes of a Coordinator and about twelve members of teaching staff. IAAC looks into various aspects of academics like maintenance of teaching diary, lesson plans, improving the quality of syllabi, allotment of assignments, project works, cumulative attendance entry, usage of ICT tools, mentoring books and details of remedial classes from teachers. The Head of the Department reports departmental activities to the audit team. It also looks into the maintenance of quality of teaching and learning by conducting internal audit of all the departments in the following way:

The Coordinator of the IQAC cell initiates the process by serving a notice to the HOD and faculty members of the department regarding the dates and time of the audit.

The audit is conducted at the departmental level for its activities and also for the individual faculty. The audit is assessed based on set criteria.

The staff is requested to submit the documents with valid proofs. The auditors will scrutinise, collate the evidence, analyse and evaluate the documents formulating specific lines of enquiry from the above.The auditors will then produce a report that describes the strengths and weaknesses of the auditee's efforts to improve academic quality of their programmes and identify plans for improvements. The audit report shall be handed over to the Principal. Plan of action can be prepared to implement the suggestions accepted by IQAC.

IAAC is exercised biannually i.e. in every semester and once in three years by an external audit committee.

5. Evidence of Success:

- IAAC has found that majority of the departments have assessed their incapability and worked towards achieving their targets.
- Mentoring was taken seriously and data was recorded in a book. Faculty attended more number of seminars, published research articles, authored books, applied for research projects, compared to previous years.
- One of the direct outcomes of the Internal Academic Audit was that it met institutional expectations, and over the years, became a thoroughly documented process that meets the requirements of any inspection.

6. Problems Encountered and Resources required:

- The documents pertaining to the department are not transferred systematically when there is a change in the HOD.
- Lack of consistency in the staff due to which documents are not properly maintained. Time is consumed in training and monitoring the newly appointed staff to document the data.
- The newly recruited staff lacks a sense of belongingness with the students and the department.
- Sufficient time is not provided to prepare and maintain the documents due to hectic lecture and remedial hours.

Resources required: Orientation programme on IQAC in the form of seminars and workshops could be conducted twice a year and also promote the staff to attend more seminars and improve their teaching –

learning processes.

File Description	Document
Any additional information	**View Document**
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7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

"Integral formation of students through the facilitation of multiple conducive learning processes and developmental environments"

The vision of Loyola Academy is *"to impart higher education with integral formation, which involves academic excellence, spiritual growth, social commitment and value-based leadership."* Built upon a Catholic perspective, Integral Formation involves four aspects: (1) Academic Excellence (2) Spiritual Growth (3) Social Commitment (4) Value-based Leadership. In order to live up to its living up to its vision, Loyola Academy has built a Multiple Conducive Learning and Developmental Environments for facilitating the Integral formation of the student in consonance with the priorities and thrust areas of the institution

Multiple Conducive Learning & Developmental Environment - The Distinctiveness of Loyola Academy: By a conducive learning & developmental environment, we mean an educational approach, cultural context, student activity-centre with a room to accommodate failures, by applying the Ignatian Pedagogy Paradigm, stated as "Experience, Reflection, and Action." A conducive developmental environment is more of a sandbox, where students are motivated to test new or untested ideas or concepts in a secure space, under the guidance of their faculty. Every department organizes seminars, workshops, guest lectures, fests and cultural events.

Loyola academy is an autonomous college and a centre with potential for excellence. It is committed to *excellence* in the *formation* of men and women for others who transform the world. **Formation and Excellence in Academics** begins at the classroom-level. Courses and curricula are designed to be more job-oriented and are annually revised, so as to increase the chances of employment and infuse in students, a zeal for entrepreneurship. Teaching pedagogies are student-centric. Interactions with industry experts are often facilitated with intent to keep the students informed and updated. Additionally, industrial visits and educational tours are conducted by all departments in order to sensitize students about the practical challenges that business organizations face on an operational basis. All departments conduct seminars, conferences, workshops, guest lectures and fests for the benefit of the students. Five International Conferences were conducted over the last four years. Several national and state-level seminars and fests have also been conducted during the same period. The Science Departments in the college conduct Knowledge Enhancement and Exchange Programmes by educating students, farmers and laymen. For

Skill Enhancement, the college has made Non-CGPA Certificate Courses available for the benefit of the students. Students can select from a list of 64 courses and there are 29 courses that are currently active. Clubs are active in the odd semester of the year. Students can enroll in a club of their choice and contribute intellectually. The College's Placement Cell has a great track record of placing students in good companies at decent packages and at entry and middle-level positions.

A very vital aspect of Integral Formation at Loyola Academy that stems from the Institutional Core Value *'Interreligious Understanding and Community in Diversity* is **Spiritual Formation**. 'To promote interreligious understanding and the importance of faith, the college has an active Inter-Faith Forum that conducts talks and programmes for the purpose of interreligious dialogue. Additionally, the college also conducts retreats for the Christian Community and Holy Mass with Eucharistic Celebration for the Minority Catholic Community, while giving other religions the freedom of expression and representation. The Protestant Community in the college convenes a Prayer Meet every Thursday. Morning Prayer is a tradition. The day usually begins with a devotional song, a biblical verse, a verse from the Bhagavad Gita, a verse from the Quran, and a prayer.

Transforming students into socially responsible citizens of the country is a part of Jesuit Humanitarian Formation, generally known as **Social Commitment.** On the Humanitarian aspect of Social Commitment, Loyola Academy organises the PLANET (Program of Loyola Academy for Neighbourhood Empowerment and Transformation) Programme for all first-year students. It is a week-long social service programme to benefit the local community. PLANET has been embedded into the Curriculum and has been made mandatory by the College for all students. Apart from PLANET, Loyola Academy has MOUs and Associations with Local NGOs like Voice 4 Girls, Tapasvi, etc., in order to keep students engaged in Social Commitment Activities round the year. An active unit of MAGIC Youth (Men & Women Aiming at Greater Initiatives for Change), takes up issues concerning the society and relevant social causes, while spreading awareness on a variety of issues. The College NSS, NCC units, Women Empowerment Cell and the Student Council also actively take part in social initiatives. On the Environmental aspect of Social Commitment, the college moulds the students to take stewardship of conserving the environment. Sustainable Development is one of the Core Institutional Values and has immense emphasis on using resources optimally and sustainably. The College Green Club organises programmes in order to promote Environmental awareness (rallies and plantation annually) in the local community.

The College believes in the **Value-based Leadership** as one of the Core Value enshrined in its Vision and Mission. All events in the college either at the departmental level or at the college-level, are organised to foster leadership and team work which are value based. There is an elite Student Leadership body called the 'Student Council,' with about 100 students from both UG & PG sections working under various portfolios such as Discipline, Documentation, Fine Arts, Cultural Activities, Hospitality, Media & Photography, Event Management, Clubs, Creative, Literary and Sports. A High-Risk Undertaking and leadership of the Student Council, 'Resonance' has become the City's Largest Intra-College Cultural, Fine Arts and Literary Fiesta. The Student Council Members are groomed by the Deans' of Student Activities, Cultural Affairs and Student Affairs. Additionally, on a departmental level, there are two class representatives for each class. The Class Representatives are groomed by the Head of the Department and the concerned Class Mentor. Students also take the lead in NSS, NCC, Women Empowerment Cell, College Clubs and MAGIC Youth. Students occupying such leadership positions are groomed by their respective Coordinators. The College Handbook instructs that all student leaders must adopt the Servant Leadership style, which Jesus Christ had promogulated.

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5. CONCLUSION

Additional Information :

Education at Loyola Academy for Transformation of Persons and Society

- Loyola Academy, a Jesuit Higher learning Institution, essentially looks at education, not merely in terms of quantity of knowledge, but in terms of quality of knowledge that helps in formation of character in students. In short, it believes in total formation and transformation of the individual. The subjects in the curriculum are interdisciplinary and integrated mainly to promote a conducive formation in and through academic, co-curricular and spiritual programmes to conduct value- based trainings that enhance social commitment amongst faculty, staff and students.
- Loyola Academy its students to foster a healthy relationship among themselves and in the society. The college helps the students to understand diverse forms of faith and culture and celebrates them to promote communal harmony.
- Students are called to do their best and always strive for personal excellence in all aspects of life – intellectual, emotional, moral and physical. This personal excellence leads to concern for others. It is a love in service to the people on the periphery.
- Students are encouraged to be creative and innovative. Creativity lies in the way we mould our students to look at reality differently and provide innovative solutions to problems. This is being creative in thinking and in action. Education in Loyola Academy facilitates an atmosphere of freedom and believes that creativity flourishes in a climate of freedom.
- This service empowers the powerless to become competent. This is Jesuit excellence. Excellence in education is not just accumulation of knowledge by memory but deeper understanding that makes a student more wise than knowledgeable.
- Loyola Academy provides opportunities, facilities and intellectual atmosphere that help them become "men and women for others" and mould them as global citizens with competent, conscience, and compassionate commitment in the lives that they would lead after their learning in the institution.

Concluding Remarks :

At Loyola Academy, we believe that creating an environment of global standards and top-drawer resources inspires people to give their best. Governance at Loyola Academy is about ensuring the values of the college, to be a part of everyday life on campus.

Loyola Academy believes in maintaining quality standards in key areas such as Curricular innovations, State of the art infrastructure, Outreach activities, Teaching-learning methodologies, Research and development, Placement, Innovative practices, Student support activities and Governance which make it stand out from other Educational Institutions in the State.

This is summarised in following way,

1. **Vision and identity**: The Jesuits who manage Loyola academy have a common vision and identity, as explained and offered in the landmark document of the Jesuit order - "Characteristics of Jesuit Education -2006". These characteristics are:

- Integral and Total Formation
- Personal Care
- Value-Oriented
- Faith Formation
- Concern for Justice
- Leadership in Service of the Poor
- Excellence
- Co-Responsibility
- Ongoing Formation

2. **Ignatian Pedagogical Paradigm (IPP)**: Along with magis and curapersonalis, other Jesuit ideals, IPP creates a structure of commitment, compassion and humanism to help both the student and teacher grow within their own context and experiences to become better people.

3. **Holistic Development**: Loyola Academy not only promotes academic excellence but also the holistic formation of the students. The co-curricular activities play an important role on the campus.

4. **Cosmopolitan and Secular**: Loyola Academy has been cosmopolitan and secular in its outlook from the beginning. Though it is primarily meant for Catholic students, it also caters to the needs of other students irrespective of religion, caste, community or creed.