



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		LOYOLA ACADEMY
• Name of the Head of the institution	Fr. Dr. L. Joji Reddy, SJ	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Phone No. of the Principal	04027862363	
• Alternate phone No.	040-27860077	
• Mobile No. (Principal)	6300368362	
• Registered e-mail ID (Principal)	lacademyinformation@yahoo.in	
• Address	Loyola Academy, Old Alwal	
• City/Town	Secunderabad	
• State/UT	TELANGANA	
• Pin Code	500010	
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)	15/11/1991	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)				
• Name of the IQAC Co-ordinator/Director	Dr K RAMA				
• Phone No.	04027860077				
• Mobile No:	9885384522				
• IQAC e-mail ID	ramakovur@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://loyolaacademy.edu.in/wp-content/uploads/2023/07/aqar-2021-22.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://loyolaacademy.edu.in/wp-content/uploads/2023/08/2022-23-TEXT-FINAL-Handbook-1.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.20	2019	15/11/2019	14/11/2024
6.Date of Establishment of IQAC			12/06/2014		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Dr K Rama	SEMINAR	ICSSR	22/07/2023	40000	
8.Provide details regarding the composition of the IQAC:					
• Upload the latest notification regarding the composition of the IQAC by the HEI	View File				
9.No. of IQAC meetings held during the year	6				

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10. Did IQAC receive funding from any funding agency to support its activities during the year?	Yes	
<ul style="list-style-type: none"> If yes, mention the amount 	Rs 40000	
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>NIRF ranking(101-150), Started 5 new UG programs, Increased amount for Management and Endowment Scholarships, Organised four international & four national conferences, Train the Trainer (TOT) program for faculty, IIC Ranking (3.5 score).</p>		
12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
Applied for National Institutional Ranking Framework (NIRF)	The National Institutional Ranking Framework (NIRF) ranked the college between a band of 101-150 for the year 2022.
Uploading of data for Institutions Innovation Council	Institutions Innovation Council has given 3.5 star rating for the Academic year 2022-23.
Faculty were encouraged to publish articles, books and book chapters	Number of research articles were 124 out of which 89 were UGC care journals, 22 were scopus, 10 in web of science, 26 books and 206 book chapters.
published best of students' projects in the form of books with ISBN number	A total of 118 papers were published in the following books: 1. Empirical Research in Commerce 2. Advanced trends in Informatics 3. Basic Trends in informatics 4. Advanced perspectives of Business Management 5. Studies on Molecular Modelling 6. Emerging Trends in Synthesis of Nano Particles
NPTEL rated Loyola Academy as the best Arts, Science, and Commerce College out of top 100 NPTEL colleges all over India in July-December 2022	NPTEL rated Loyola Academy as the best Arts, Science, and Commerce College out of top 100 NPTEL colleges all over India in July-December 2022.
Unnat Bharat Abhiyaan	under Unnat Bharat Abhiyan (UBA), 5 villages are adopted, they are Nuthankal, Lingapur, Railapur, Barmajigude and Bandamadharam villages
Leadership Development Program	A 4-day Leadership Development program in collaboration with Dhruva College of Management, Forum of Free enterprise and M.R. Pai Foundation, from August 29th to September 2nd, 2022.

Sanction of seed money for faculty to do research	Seed Money for 17 faculty members has been sanctioned for their respective projects during the year 2022-23.
Starting of 5 new UG programs	The following 5 new programs were started -BSc (Computer Sc & IoT),BSc (Computer Sc & Cloud computing), BBA (Entrepreneurship Development), B.B.A (Retail Operations Management), Bcom (Information Systems)
Each One Teach Ten' an out reach program was initiated to improve Fundamental Literacy and Numeracy (FLN) among the children pursuing primary education.	Students volunteered and spent around 1 hour each day and around 5 to 6 hours per week for the children's education under this program..
Organised four International events	1. A 3-Day International Seminar IICCTAS-2022 was conducted from 1st - 3rd September 2022.2.7th National Asian PGPR Conference for Sustainable & Organic Agriculture on 5th and 6th September.3.The school of Informatics organized an International Multi-Disciplinary Conference on Emerging Technologies from 21st - 25th November 2022 in collaboration with NIT, Warangal.4.Loyola Academy collaborated GELP-Canada for a 2-day international conference on emerging trends in leadership, education, and careers on 1st and 2nd December 2022.
Organised four National Events	1. A 2-day National Workshop on 'Comprehensive Growth through Skill Enhancement Courses' was organized in collaboration with TWG International on 15th & 16th September 2022.2.A 2-day

	<p>National Workshop on Green Synthesis of Nanoparticles and their Characterization & Biological Product Patent Filing was conducted on 7th & 8th December 2022 by the School of Science. 3. A 2-day National Seminar on Impact of COVID on Informal Economy of Telangana partially funded by ICSSR-SRC, was conducted on 29th and 30th September, 2022. 4. A community national conference was organized on "Empowering Communities for Sustainable Transformation in Holistic Education, Social Work, and Health" on 23rd January 2023, in collaboration with 'Let US Dream' team from Christ University, Bangaluru.</p>
Skill Training Workshops	<p>1. A Two-week Skill Training Workshop Program on "Embedded System and Raspberry Pi Pico" was conducted from 1st to 16th August 2022. 2. Initiated a Training and Internship on "Android app development course", during 16th July to 28th September 2022. etc.</p>
Cluster colleges Activities	<p>10 colleges in Hyderabad formed cluster under TSCHE and conducted various intercollegiate competitions.</p>
Industrial visits	<p>All departments took students to industries as a part of their educational visit.</p>
Faculty Development Program by School of Food Technology & Nutrition	<p>The faculty attended a 5-day Faculty Development Program on Quality Management Practice for Growth, Happiness, and Sustenance, in collaboration with NI-MSME from 3rd to 9th</p>

	March 2023.
Placements	Students have been placed in companies like Deloitte, JP Morgan & Chase, Auto Rabbit, Turning Minds with highest package of 6.8 lakhs per annum.
Management and Endowment Scholarships	Scholarships worth approximately Rs1.36 crore were disbursed to provide financial help to deserving students.
Uploading data to various regulatory bodies	The college has uploaded NIRF 2023, AISHE, India Today and THE WEEK magazine till date. Process of AQAR 2021-22 is ongoing.
AQAR Editing	AQAR of 2018-19,2019-20,2020-21 were edited
Memorandum of Understanding	43 MOUs are made with industries, training, and research institutions like National Institute of Rural Development (NIRD), Indian Institute of Millets Research (IIMR), Tata Consultancy Services (TCS) etc.
Departmental activities	All departments conducted various Fests and intercollegiate competitions.
13.Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
GOVENING BODY	01/06/2022
14.Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	

Year	Date of Submission
2021-22	28/01/2023

15. Multidisciplinary / interdisciplinary

The HOD of each department in the college incorporate the feedback of the stake holders that is; students, parents, Industry experts and subject experts for designing & updating the curricula. The suggestions recommended by the aforementioned people are forwarded to the Deans of Academics for further deliberation in the Academic council meeting. Every year, new courses leading to more employability, entrepreneurship, and skill development are continuously strengthened by updating the syllabi in accordance to the needs of the industry and higher education requisites. Some of the courses like Value Education, and topics such as Gender Sensitization not only aid in the development of subject skills but also lay emphasis on students' moral development and personality enhancement. The college also considers good practices in initiating a range of program options that are relevant to local needs and in tune with emerging national and global trends. In today's complex and competitive academic environment in higher education, professional approaches and best practices like 'Choice Based Credit System' act as catalysts for quality improvement in the system as a whole. Hence the college adopted the 'Choice Based Credit System' in 2016, to hone students' career skills for securing prospective employment.

16. Academic bank of credits (ABC):

Loyola Academy is keen to sign up with the ABC in order to give it's students access to multiple entries and exits during the selected program and to facilitate credit transfer. Slow learners would greatly benefit from these programs, which also give students the freedom to learn at their own pace and convenience. The stipulation would be carried out in accordance with the state government's and Osmania University's rules, regulation & instructions. The college has MOUs in place with a number of other colleges and universities for collaborative projects, and it anticipate internationalising/standardizing education and common degrees between Indian and foreign institutions. Through the Learning Management System, faculty members actively participate in developing their own curricula and pedagogical approaches within the framework that has been approved. Teachers motivate students. Students are encouraged to sign up for and successfully complete

courses in online learning environments like SWAYAM and NPTEL to improve their educational experience. The PLANET Program, NSS, NPTEL, Skill Enhancement Certificate Courses, and other programmes allow them to gain extra credits to be added at the moment.

17.Skill development:

Skill development courses implemented by Loyola Academy are based on a learner-centric approach to the students' holistic development, wherein the student can decide to pursue a course of his/her choice from a multitude of options. The courses offered are decided on the basis of the skill requirements and interests of the students, and the curricula is designed to take account of the valuable suggestions from the Skill trainers. From these skill courses, students can enrich their Employability. These courses implement immersive learning techniques and constant progress markers to motivate the students in active participation and skill development. The first step towards explaining the benefits and outcomes of learning the respective skill courses are for the students' understanding of the opportunities and outcome and makes an informed decision based on their needs and interests. The institution also provides guidance by professionals for the NPTEL courses within the college to assist the students in course completion as per the UGC norms/guidelines. The Outcomes for these courses are the very statements that will elaborate on the necessary skills that a student is going to imbibe in him/her through the courses.

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

Integrating Indian knowledge system (IKS) into the current system allows for a wider perspective into all aspects of culture/heritage, values & knowledge of India through their holistic development. Loyola Academy embraces these traditional learning systems through elective credit courses, social outreach programs, and outdoor education (Co and extra Curricular Activities). Courses such as Indian Heritage and Culture, Carnatic music, and Yoga provided as electives instill pride in the student regarding the Indian culture and heritage. The institute utilises online courses, and ready-to-access audio/visuals to better permeate and increase the efficacy of the IKS. Utilizing the online method provides the student's flexibility to learn the course at their own pace, allowing for a deeper/passionate understanding and learning. Using Indian languages in IKS allows for a deeper connection with the course and encourages the students to appreciate the course, language, and the Indian heritage in a vibrant light. Therefore, the academy has taken initiative to utilise Indian languages and terminology in the IKS

integrated courses to enhance the student's learning experience. The Outcome of this system is the passing of the Indian heritage, culture and pride to the next generation while reviving, integrating and utilising the best of the Ancient Indian practices.

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

Loyola Academy encourages an outcome-oriented education system to enhance the employability of graduates through learning outcomes based curriculum framework, upgrading academic resources to raise the quality of teaching and research. The expected learning outcomes are used as reference points that would help to formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development. The programme learning outcomes focus on knowledge and skills that prepare students for further study, employment, and citizenship. Every programme of study has well-structured and sequenced acquisition of knowledge and skills. Loyola Academy implements Teaching methods that include: lectures supported by group tutorial work; practicals and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc. The institution also has taken up initiatives in view of NEP 2020 like Skill enhancement and development courses and encouraged the students to do NPTEL courses of their choice.

20.Distance education/online education:

Loyola Academy supports the students and staff to take up vocational courses. NPTEL, MOthe college OCs, and courses from other platforms are highly encouraged to improve the skill set of students/staff. The certificate courses opted for by the students are also offered in a blend mode. To facilitate blended learning, intuition has purchased an exclusive MS-Teams package. The students and staff are enrolled in MS Teams and an official id is provided to each one of them. The provision of online classes is sanctioned to students facing serious issues, thereby allowing them to attend their classes virtually. The staff members are also encouraged to develop virtual lessons and upload them online on global platforms like YouTube. All the important events of the college are streamed and uploaded on YouTube. In times of need, the entire teaching-learning process is switched to a blended form or an online platform as the situation demands. Loyola Academy has also organized several workshops and

seminars online. In order to ensure efficiency and effectiveness, the institution also purchased Zoom and Webex meeting packages to conduct these workshops/seminars. Furthermore, the college launched an MBA programme for working professionals, in collaboration with Pondicherry University, to improve ODL opportunities.

Extended Profile

1.Programme

1.1	38
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Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1	5462
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Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2	1640
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Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3	5330
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Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1	1809
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Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File
3.2 Number of full-time teachers during the year:	274
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3 Number of sanctioned posts for the year:	274
4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	1089
4.2 Total number of Classrooms and Seminar halls	88
4.3 Total number of computers on campus for academic purposes	1015
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	2751.16

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Loyola Academy is developing and implementing curricula that align with local, national, and global developmental needs which are relevant in addressing the evolving challenges in the form of Programme Outcomes, Programme Specific Outcomes, and Course

Outcomes.

1. Programme Outcomes articulate the knowledge, skills, and attributes that students acquire upon completing a program. For eg. most of the Management and commerce courses have POs related to leadership and entrepreneurship for effective business leaders.
2. Programme Specific Outcomes are tailored to the individual program to address the unique requirements of a particular field.
3. Course Outcomes enable the students to achieve the objectives of POs and PSOs at the end of each course.

Local Relevance: Loyola College designs courses for students that meet local needs. Eg RAWEP program is organized for B.Sc Agriculture students, which aims at transforming agricultural knowledge and deep understanding of the challenges of rural life.

National Relevance: Loyola College ensures alignment with national developmental needs, adhering to national educational standards.

Global Relevance: Loyola Academy designs courses in the field of B.Sc computer science like AI, ML etc. to meet the international standards and best practices in their respective fields by collaborating with various global partners.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/co-po-mapping.docx-new.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

22

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

1789

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

235

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

38

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

Loyola College offers as part of their curriculum flexible and innovative courses like

the Planet programme, RAWEP, Value education and Personality Development, Environment and Gender sensitization and Indian Heritage Culture which play a significant role in shaping the wholistic development of individuals and communities.

In the Planet programme, the students are taken to villages, orphanages, which aims to foster community involvement, instil a sense of social responsibility and encourage them to get involved in their local communities.

RAWEP program offers valuable hands-on experience to students in rural areas, helps in the transfer of agricultural knowledge, fostering entrepreneurship, thereby gaining a deep understanding of the challenges and rewards.

Value education and Personality development course imparts moral and ethical values, enhance communication, interpersonal skills, and self-confidence which lead to the development of responsible citizens who are more compassionate, empathetic, socially aware, ultimately fostering a more harmonious and just society.

Environment and Gender Sensitization course raise awareness about environmental issues and promote gender equality making them more ecologically conscious and gender-inclusive, contributing to sustainable development and social justice.

Indian Heritage and Culture imparts knowledge on cultural heritage, fosters a sense of belonging and pride, thereby ensuring the continuity of rich cultural traditions.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

412

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

6727

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1664

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained **A. All 4 of the above**

**from 1) Students 2) Teachers 3) Employers
and 4) Alumni**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/Stakeholders-Feedback-on-Curriculum.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/action-taken-report-2022-23-1.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

2023

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

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

1089

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution employs tailored strategies for students with varying learning levels. For slow learners- remedial classes, individual learning materials, peer group learning, oral tests, and topic-based exercises are implemented. The faculty identifies and mentors these students helps them set SMART goals and provides support when necessary.

Advanced learners are identified through high performance in internal assessments. The teachers motivate the students to engage in independent research, and participate in peer mentoring. They are encouraged to partake in group discussions, technical quizzes, and various club activities.

The students also benefit from accelerated learning through multidisciplinary certifications and courses viz. NPTEL courses, MOOCs, CAD/CAM along with the opportunities provided by the college's Industry connect and their internships. They are also encouraged to part-take in various national/international events, furthering their presentation, interpersonal, time management skills amongst other vital skills.

The institution emphasizes on creating a supportive learning environment and employing practices like assessing prior knowledge, providing multiple engagement options, timely feedback, and fostering collaboration.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/slow-and-advanced-merge.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
07/06/2022	5462	274

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

Loyola Academy prioritizes fostering a dynamic and engaging student-centric learning environment through a comprehensive framework of practical experiences, diverse participatory activities, and a data-driven approach to continuous improvement. The curriculum actively integrates experiential learning opportunities across various disciplines. Courses like television production and food technology utilize dedicated laboratory experiences, project-based learning initiatives, and the RAWEP program to immerse students in real-world scenarios. This approach fosters practical skill development, problem-solving abilities, and invaluable industry exposure.

The institution cultivates an environment of active engagement through various participatory activities. Interactive seminars, debates, and competitions encourage students to engage with peers and instructors, developing critical thinking and communication skills. Industrial visits provide crucial insights into the corporate world, while co-curricular activities like sports, NSS, NCC, clubs, and student council foster teamwork and social responsibility. Additionally, intercollegiate events enhance learning through healthy competition in debates, role-plays, quizzes, and conferences.

The institution implements a flexible Choice-Based Credit System

(CBCS) that enables students to tailor their learning paths. This system balances teacher-led instruction with student-driven action learning, fostering engagement and ownership of the learning process. Recognizing the diverse learning styles of students, the institution seamlessly integrates technology into its curriculum. Flipped classrooms, audio-visual lectures, and online resources enhance accessibility and cater to individual preferences. Department-specific industry visits, field activities, and conferences further solidify the connection between theoretical knowledge and practical application.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/centric-method-web.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Loyola Academy maintains a comprehensive suite of Information and Communication Technology (ICT) tools, cultivating a sophisticated learning environment for students. The institution is equipped with 54 strategically placed projectors in diverse classrooms and labs, alongside computer terminals and laptops in the dedicated computer lab and faculty cabins across the campus. Printers are conveniently located in labs, Head of Department cabins, and other prominent areas, ensuring seamless access to essential printing services. Complementing these resources are strategically positioned scanners throughout the campus, facilitating efficient digitization and information sharing.

Faculty members at Loyola Academy leverage an array of ICT tools to elevate teaching methodologies. This includes the adept creation of compelling PowerPoint presentations utilizing a digital library, online search engines, and pertinent websites. The institution's digitally equipped seminar and conference room host distinguished guest lectures, expert discussions, and student competitions, seamlessly facilitated through advanced online tools. Faculty members employ Google Forms to craft post-unit quizzes, enhancing the overall assessment process.

In the realm of student support, counseling sessions are conducted via the esteemed platforms of Zoom and Google Meet. Furthermore, the recording of video lectures offers students a valuable resource for long-term learning and future reference. Loyola Academy takes pride in orchestrating a spectrum of technical and management events, encompassing Poster making, Ad-mad shows, Project presentations, Business quizzes, Debates, and paper presentations. These events are meticulously organized with the adept utilization of various Information Communication Tools, contributing to the creation of a dynamic, professional, and technology-driven academic environment at Loyola Academy.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/YouTube-links-22-23-web.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

274

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Preparation and adherence to academic calendars and teaching plans are crucial for the success of any educational institution. It ensures that all stakeholders, including students, teachers, and administrators, are aware of key dates and expectations for the academic year. The preparation process involves creating a clear, concise, and comprehensive academic calendar that outlines the schedule and deadlines for all academic and non-academic activities. This includes the start and end of the academic year, exam periods, holidays, and special events. Similarly, developing well-structured teaching plans is equally important to ensure efficient delivery of

educational content. Teaching plans are essential teaching tools that help teachers to plan, organize and deliver their lessons effectively. A good teaching plan comprises of clear learning objectives, assessment criteria and a detailed outline of the course content along with adequate resources. To maintain academic quality, Loyola Academy encourages teachers to adhere to the academic calendar and follow approved teaching plans. Adherence to academic calendars and teaching plans allows teachers to provide consistent and high-quality instruction to their students, ensuring that necessary content is taught and that students can achieve their learning objectives. In summary, effective preparation and adherence to academic calendars and teaching plans by the Loyola Academy can help to ensure that students receive consistent, high-quality education that meets their academic goals.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

274

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

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

46

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1899

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

UG-32 PG-28

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

117

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

1. Internal test components include two mid semester exams, assignment, seminar/viva, attendance, Group Discussion/ Presentation/ Case Study/ Computer Based Test.

2. A detailed timetable is prepared by the Examination branch after consulting the Heads of Departments and the students are informed respectively.

3. Question paper is designed, by the subject faculty who are teaching the subject. The examination committee supervises the smooth conduct of the exam.

4. A Centralized seating arrangement and invigilation duties are prepared by the examination branch and is displayed in the notice boards as well as in WhatsApp groups of the staff.

5. A special squad is formed for the exams to conduct the exams fairly. Scrutiny of answer scripts, subject wise, session wise and day wise, is carried out by examiners to avoid missing answer scripts. The implications of malpractice are publicized and announced through the public announcement system and instruction sheets.

6. Students can view their marks, attendance, and results through the student login from ERP. The entire process is transparent and is communicated to all the students in advance, through Orientation programme at the beginning of the academic year and printed in the academic calendar/ handbook.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/ilovepdf_merged-13.pdf

2.6 - Student Performance and Learning Outcomes

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

Loyola Academy has implemented an outcome-based education (OBE) system that prioritizes outcome-based teaching and learning to foster effective student participation, enhance global competitiveness, develop skill sets, and expand opportunities for students. The institution has taken various measures to ensure that the stakeholders, including faculty, students, parents, and others, are informed about the program outcomes, program-specific outcomes, and course outcomes. The details of each program and course are stated clearly in the college prospectus, handbook, and the user-friendly

college website. An institutional orientation program is also organized for incoming students to provide information about the program, courses, methods of evaluation, and performance expectations before the semester begins. Additionally, faculty members communicate expectations, targets, and desirable standards to students after reviewing their work and communicate the goals and outcomes of each unit. The program outcomes for all departments, such as Arts, Science, and Commerce, have been formulated based on the model of sample POs provided by NAAC. Each department has then formulated the program-specific outcomes based on the knowledge, skills, and attitudes that the students learn. The respective faculty members use action verbs of learning levels suggested by Bloom to write the course outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/co-po-mapping.docx-new.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The process of attainment of COs, POs and PSOs starts from writing COs and five course outcomes suggested by Bloom. The CO attainment is measured based on the results of internal and external examinations conducted by the university. After the internal assessment and the external exams, the average of these percentages is computed to decide the attainment level.

Thus, the average percentage of students attaining all the COs decides the CO attainment level. The following scale is used for attaining CO'S:

Attainment Level 3: 85% of students scored more than 40% out of 100% marks

- **Attainment Level 2: 75-85% of students scored more than 40% marks**
- **Attainment Level 1: 65-75% of students scored more than 40% marks**
- **Attainment of Programme Outcomes**

The PO attainment is calculated 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 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/igac-program-attainment/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1640

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/2.6.3-annual-reports.pdf

2.7 - Student Satisfaction Survey

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

https://loyolaacademy.edu.in/wp-content/uploads/2024/03/2.7.1-Student-Satisfaction-Survey-SSS-22-23_11zon.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The management of Loyola Academy provides more facilities for both faculty and students through research committee. It also increased sophisticated instrumentation facilities, books, and reputed Journals. The faculties completed 14 research projects with seed money provided by the management and 05 projects are on-going which are worth around 5 Lakhs. A total of 124 research papers are published by the faculty members during 2022-23 with the highest impact factor 9.4693. The numbers of research papers are published either in Scopus or Web of Science is increased with H-index 22. The faculties have also published 34 books and 272 book chapters in books published by reputed publication houses of National and International standards. A total of 38 patents were obtained by our faculty members. Further, IQAC recommended every department to organize conferences, seminars for the benefit of faculty members as well as students. So far various departments of College had organized 10 International Conferences, 05 National conferences and 10 workshops for the last two years apart from various University, District level and regional workshops and competitions. Faculty and students are motivated to participate in conferences, seminars, research conventions for paper presentation and research work in their respective disciplines with financial support.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/Adobe-Scan-30-Apr-2024.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

809000

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

7

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The management of Loyola Academy encourages innovative ideas of faculty and students through its incubation cell. The college has Institutions Innovation Council, an initiative of MoE, received 3 star rating for the academic year 2021-22, and 3.5 star rating for the academic year 2022-23. The college has collaborated with WE Hub to conduct a road show to motivate students and an ideation program for the students on August 26, 2022 which helped them to learn

ideation techniques such as mind mapping, scampering, brainstorming, and reverse brainstorming, amongst other things, and gained knowledge on how to start an entrepreneurial enterprise. Loyola Academy is also in touch with the Atal Incubation Centre, ALEAP, and participating in Young Entrepreneurship: Bridging the Gap: Role of the Incubator. Students visit industries along with the faculty member to gain hands-on experience. Loyola Academy has a strong student and alumni network to support in ideation. The Alumni Relations Team engages in various initiatives to connect with the alumni at various platforms such as - Mentorship Programs: Building a strong mentor connection between alumni and interns to help the interns in the organizations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

30

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

D. Any 1 of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	https://loyolaacademy.edu.in/research-consultancy-2/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

89

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

188

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/BOOKS-2022-23.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

61

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

61

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.09

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities are a great way to sensitize students to social issues and contribute to their holistic development. These activities often involve community engagement and service orientation, which can help students become good citizens.

Specific activities can include tree plantation, cleanliness campaigns, road shows highlighting national integration, awareness programs on government welfare schemes like Swacch Bharat, Drug abuse, Road safety, Gender issues, etc., and visits to orphanages.

These activities not only create awareness among students about

societal issues but also promote their involvement in various social activities. The impact of these activities is significant, contributing to the students' holistic development and sensitizing them to social issues.

Extension activities offer several benefits:

1. **Personalization:** These activities allow students to relate the topic to themselves, making it more relevant and meaningful. This personal connection can enhance memory retention.
2. **Higher-Order Thinking Skills:** Extension activities can integrate higher-order thinking skills such as analyzing, evaluating, and creating. For example, students might categorize new words, compare them to other words, or use them creatively in their own sentences.

In summary, extension activities can enhance learning by providing additional or different forms of practice, promoting higher-order thinking skills, and making learning more personalized and meaningful.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.instagram.com/reel/ChB4bEJAcrn/?igshid=MDJmNzVkMjY=

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

6

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

26

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2565

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

772

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

43

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Loyola Academy was established in 1978 and has completed 45 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 88 classrooms and 22 staffrooms spanning across all the blocks, inclusive of 4 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.1.1-infrastructure.pdf

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

Cultural activities, gymnasium and yoga, sports and games are a significant part of Loyola Academy, and the college provides adequate facilities for all these activities.

Cultural Activities

S.NO

NAME OF THE HALL

AREA IN SQ.FT

EVENT

1

INIGO HALL

9000

Resonance, Orientation for students, Alumni meet, Convocation, Clay modelling

2

LOYOLA HALL

3173

Departmental Activities, Voice for Girls

3

PG SEMINAR HALL

1300

Debate, Inter Departmental competitions

4

XAVIER HALL

2378

Quiz competitions

Sports and games

S.NO

NAME OF SPORT

NO OF COURTS

DIMENSIONS

1

BASKET BALL

2

15"×28"

2

VOLLEY BALL

3

09"×18"

3

KABBADI

2

13"×10"

4

HAND BALL

1

20"×40"

5

BATMINTON

2

6.1"×13.4"

6

CRICKET

1

22 YARDS PITCH

7

FOOT BALL

2

100"×60"

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. One Yoga Centre.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	No File Uploaded
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.1.2.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

78

File Description	Documents
Upload any additional information	No File Uploaded
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

1662.72

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

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. It saves a lot of time of the library in cataloguing. Cataloguing is done under the MARC 21 standards.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.2.1.pdf

4.2.2 - Institution has access to the following: e- A. Any 4 or more of the above journals e-ShodhSindhu Shodhganga

Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

13.20

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

350

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

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 15 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.

S. NO

NAME OF THE LAB

NO OF COMPUTERS

1

MCA LAB

61

2

MBA LAB

61

3

MSCS LAB

61

4

DEGREE LAB I

66

5

DATA SCIENCE LAB

33

6

COGNITIVE LAB

28

7

E LERNING LAB

22

8

E COMMERCE LAB

61

9

MULTIMEDIA LAB

51

10

ENGLISH LAB

61

11

ANIMATION LAB I

45

12

ANIMATION LAB II

45

13

DEGREE LAB II

38

14

DEGREE LAB III

50

15

MASS COMMUNICATION

25

TECHNOLOGY UPGRADATION

YEAR

EXISTING

ADDED

TOTAL

INTERNET MBPS

2022-23

900

115

1015

2, 50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.3.1.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
5462	1015

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus **A. 250 Mbps**

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: **A. All four of the above**
Facilities available for e-content development
Media Centre
Audio-Visual Centre
Lecture Capturing System (LCS)
Mixing equipments and software for editing

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.3.4.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

779.01

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

Planning and Evaluation committee of Loyola Academy, under the guidance of Rector the college, is responsible for ensuring the physical, academic and support facilities and for the planning, construction, operation and maintenance of all the facilities. The support facilities include manpower, material and machinery. The responsibilities of the committee are:

1. The campus is maintained clean by utilizing the services of supporting staff.
2. Water tanks are periodically cleaned and marked on the tank.
3. Campus greenery is maintained regularly by gardener.
4. The campus is under CCTV surveillance.
5. Daily cleaning and maintenance of washrooms.
6. Planning and developing campus facilities and playgrounds through integrated programs of renovation, alteration, new constructions, and maintenance.
7. Providing support to all Loyola academy campus events and ceremonies.
8. Supporting the energy and environmental initiatives of the college.
9. Maintaining technical equipment.
10. Support for sports activities.
11. Support to library.
12. Monitoring annual maintenance of necessary items.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1lIOThuJlyWTTFiJo9lQBNnJ4jHn7fMjbz/view?usp=sharing

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the

Government during the year

386

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1082

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities

Soft Skills
Language and Communication Skills
Life Skills (Yoga, Physical fitness, Health and Hygiene)
Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/5.1.3.-Capacity-Development-and-Skill-Enhancement-activities-22-23.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

2707

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

625

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

372

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

23

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

10

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Council of 2022-23 actively championed student interests, fostering an inclusive atmosphere and social, moral, and environmental awareness. Collaborating with the Magic Youth Committee and AICUF, launched campaigns like 'Gender Equity Rally' and 'Pratibimb' to address gender disparities and discrimination, to

promote equity. They organized a Menstrual Awareness Drive and break taboos, and the 'Let Us Dream' conference to inspire social responsibility and volunteering.

To encourage political engagement, supported events like 'Educatio' and 'Transnational Youth Summit,' enhancing students' critical thinking through MUNs and debates. National pride was a key focus, with celebrations of Indian Constitution Day, Babu Diwas, 'Basha Diwas,' and 'Rashtriya Ekta Diwas' to honor India's freedom movement and cultural diversity. They promoted secular celebrations for festivals like Onam and Christmas and recognized the contributions of teachers and non-teaching staff through dedicated appreciation days.

The Council also organized a variety of clubs for the first-year students including Green Club, Photography Club, Drama Club and more. Beyond campus, the Council organized Navtarang, a fundraiser for underprivileged students, and Rangtarang, which raised awareness on water conservation and promoted secularism. Their efforts cultivated a culture of respect, inclusivity, and social consciousness, empowering students to make meaningful contributions to society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/NOVEDAD-3.0.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

22

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to

the development of the institution through financial and other support services

The Loyola Academy Alumni Association undoubtedly plays an indispensable role in the progress of the institution, acting as a backbone to grease the wheels of the institution in both academic and socio-economic aspects. "Back to alma mater is always a pleasant experience". Keeping this point in view, Loyola Academy, which is well-known for its compassion and concern towards the community is committed to supporting their successors. The association which is registered under the Telangana Societies Registration Act, 2001, is a member of Jesuit Alumni Association (JAA), constituting all alumni associations of Jesuit Academic Institutions in the country. Clearly defined purpose of association is to engage and encourage modern learners enhance their skills by actively participating in ongoing academic activities, which include workshops, placements, internships, so on. The annual meetings, generally fall on the second Saturday of Autumn, are a platform for the alumni to share their ideas. The illustrious alumni, spread across the globe as Data Scientists, Artists, Bankers, IT Professionals, and so on, support the present batches by providing scholarships, guiding and mentoring them. To inspire budding talents, the alumni are invited as chief guests, members of the board of studies, resource persons for invited talks, seminars, and workshops.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://youtu.be/Ftv9G9L9QE8

5.4.2 - Alumni's financial contribution during the year C. 5 Lakhs - 10 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision To impart higher education with integral formation which involves academic excellence, spiritual growth, social commitment

and value based leadership

The Mission

It is to form men and women for others and mold our students as global citizens with competence, conscience and compassionate commitment. Special concern is shown towards the socially and economically underprivileged students.

Mission

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

The 4 "C"s of the Mission Statement are

COMPETENCE

CONSCIENCE

COMMITMENT

COMPASSION

Academic Structure: The Principal is the Academic Head of the Institute. The academic structure of the LA consists of Vice principals, Deans of different disciplines, Coordinators of various cells, Heads of the departments and class teachers. Various statutory and Non statutory Committees function at the Institute level on the principle of collective decision-making process, the Deans, and coordinators, along with the HODs, are empowered to deal with academic matters at their levels.

The Governing Body plays the pivotal role of laying down policies, both academic and governance. The Academic Council provides directions for future academic growth and development

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/vision-mission-2/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

LA has a well-rested practice of decentralization and participative management.

It has governing body, Academic council, board of studies, and statutory non statutory bodies. The roles and responsibilities of each unit and the structure of such organisational units are defined at the time of formation. Students are also nominated to the departmental and college level units to contribute and participate in the discussions related to various academic and administrative issues and policies. Every member is free to express views and opinions within the laid boundary line. However, the decision of the chairperson of the organisational unit remains final and binding.

A case study: The Design and development process of curriculum.

The HoD of every department in the college takes into cognizance the feedback of all the stakeholders such as students, parents, employees, peers, course instructors, course coordinators and invites suggestions and modifications in the curriculum. The BOS deliberates the same and forwards its minutes to the Dean Academics for further action in the academic Council. The ratified minutes of the academic council will be presented in governing body which is the final decision-making authority to implement the course.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/THE-INSTITUTIONAL-STRATEGIC-PERSPECTIVE-PLAN-IMPLEMENTED.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented
Startagic Plan

- To Start Three UG programs with six semesters namely B.Sc. (Computer Science & Cloud Computing) B.Sc. (Computer Science & Internet of Things) B.B.A. (Retail Operations Management)
- To Conduct Four international inter disciplinary seminars / conferences in UG & PG in collaboration with IQAC were conducted.
- To Start A Beginner level course in Computers for students in orphanages.
- To Start A Course in the Repair & Maintenance of Home Appliances for Neighbourhood students (economically backward) could not commence due to schedule constraints.
- Instituting Schools for all common programs a) School of Agriculture b) School of Sciences c) School of Food Technology & Nutrition d) School of Informatics e) School of Commerce f) School of Arts & Humanities g) School of Management
- To Start Integrated programs on experimental basis in consideration with NEP 2020. For example B.Sc. (Multimedia & Animation), B.A. (Mass Communication) will start from 2023-24.
- To Conduct A Green Audit, Energy Audit, Environmental Audit, and Gender Audit are in process.
- To Formulate strategic plans inviting applications from National / International students and sports students for admission into the

College.

- To Constitute An ICC (Internal Complaints Committee).

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/THE-INSTITUTIONAL-STRATEGIC-PERSPECTIVE-PLAN-IMPLEMENTED.pdf
Upload any additional information	View File

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

Chairman, Governing Body/ Provincial: Fr. K A Stanislaus SJ is the present Provincial of Andhra/Telangana Province. He looks after the welfare of Jesuits/Institutions in this region.

Vice Chairman, Governing Body/Superior: Fr. Ch. Amara Rao SJ is the present Superior of Loyola Academy. He looks after the welfare of the Jesuits, teaching and non-teaching staff, and students of the Institute.

Correspondent: Fr. Ch. Amara Rao 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: Rev.Fr.Dr.L.Joji Reddy SJ is the present Principal of Loyola Academy, Secunderabad. The principal looks after the smooth functioning of academic and administrative activities. Vice principals, Dean, Heads of department and coordinators will assist him in this matter.

Appointment: The Correspondent of the college is responsible for the appointment of staff under his supervision as per Loyola Academy Society guidelines. The recruitment is classified depending on the nature of the appointment.

Service Rules are deemed to be in consonance with the provisions of the Societies Registration Act XXI of 1860.

Procedures: Grievance Redressal, Disciplinary Action, Grant of Leave

,Performance Appraisal, Retirement and Settlement of Account

File Description	Documents
Paste link to Organogram on the institution webpage	https://loyolaacademy.edu.in/administration-2/
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/6.2.2-additional-info-Service-rules-code conduct-1.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution and its management takes Various monetary, non-monetary measures listed bellow 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 and Loans is given to the teaching and non- teaching staff.
- Financial support is provided for publications by the staff.
- Bank and ATM facilities are available in the campus.
- Concession in fees to the employee children.
- Orientation and training sessions for both teaching and non teaching staff for their career growth
- Loyola Academy has a Welfare Association for both teaching and non-teaching staff.
- College has Qualified counsellor who works with staff and students to improve their mental health and well-being, helps them to define goals.
- Staff group family medical insurance policy
- celebratingof various festivals and Recreational activities

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/faculty-welfare-measures-1.pdf

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

07

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

04

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

445

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 is 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 management, through the Governing Body, investigates 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 or online. Optimal utilization and execution of the budget is monitored through internal and external auditing. 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. The annual financial audit was conducted for the academic year 2022-23.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/Internal-external-finance-committee-meetings.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

nil

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

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.

Strategies for optimal utilization of financial resources:

The finances collected are utilized for the purpose of academic growth, administrative requirements, repairs, 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2022/03/POLICY-ON-REVENUE-SHARING.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

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

1. ACADEMIC AUDIT Every semester IQAC conducts an internal academic audit for each department and faculty member to assess teaching, research and consultancy and examinations and to improve the quality of the teaching and learning process. The template of audit forms is sent to HOD and other faculty in the department and duly filled forms with proofs are inspected by the 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 and gives the grades accordingly.

2. QUALITY ENHANCEMENT STRATEGY FOR ACADEMIC EXCELLENCE

LA is an Autonomous college, Every department can upgrade its syllabus annually by conducting, a Board of Studies meeting is

conducted by inviting subject experts from industry and Osmania University who review the existing syllabus and give suggestions for upgrading the syllabus. Any suggestions which are difficult to implement in the syllabus are taught o students in academic seminars which are organized by the departments.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/College-Annual-report-2022-23.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The following are two of many IQAC initiatives

Academic Audit: At the end of every year, 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., The IQAC supervises, Conducting extra classes for slow learners. industrial visits, various social works, exhibitions, and technical fairs. Feedback is collected once a semester. and communicated to the Faculty and Heads of the Departments and necessary measures are taken.

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/02/Students-Feed-Back.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/College-Annual-report-2022-23.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Gender equity is used to identify people, not to discriminate them. According to the admissions policy, all applicants will be given an equal chance. Student council, Class representatives, NCC and NSS comprises of equal number of male and female students in various portfolios. Both genders are active in a variety of activities such as academics, sports, recreation, and community service. The Gender Equity and Equal Opportunities cells hold awareness sessions to promote the concept of gender equity. The college campus is secure,

and ID cards are used to track students' admission and exit. A female security guard is stationed at the entrance, along with the other security personnel. We have 305 closed-circuit cameras deployed around the campus, including all access points, walkways, corridors, canteen, seminar halls, classes, and other areas. Sanitary napkin vending machines are installed in women's washrooms, keeping them safe and tidy. On campus, there is a female doctor and a counsellor. Every block has a first-aid kit. Discipline, Anti-Ragging, Anti-Sexual Harassment, and Grievance Redressal committees ensure that all issues are addressed. The Women Empowerment Cell hosts discussions, activities, and self-defense training sessions.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2023/08/2022-23-TEXT-FINAL-Handbook-1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Wheeling to the Grid conservation Use of LED bulbs/ power-efficient equipment

B. Any 3 of the above

Biogas plant

Sensor-based energy

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Triple case dustbins are used to collect plastic waste that is both dry and damp. The place to collect and compile solid waste is a segregation house. For recycling assistance with your paper waste, contact the ITC-Waste Management and Recycling Unit. There are three types of traditional composting and ten types of vermicomposting compost pits constructed.

Microbial cultures from the lab are autoclaved and disposed of. Students pursuing M.Sc. Biotechnology completed an online certificate program in solid waste management offered by GHMC.

Distillation units are used in chemistry labs for recycling organic solvents. The reverse osmosis system meets all the campus's drinking water needs. We use the discarded water for gardening and washing.

Electronic equipment is used and maintained until it is declared scrap. To reduce component fatigue and burnout, electronic circuit design is developed and tested using simulation software before being integrated into a real hardware circuit. Computer science instructors utilize malfunctioning computers to instruct students. UPS systems make use of maintained and recharged batteries. Recyclable electronic garbage is delivered to authorized vendors at a central location. The central store oversees a computer part buy-back scheme. In addition, we supply our sister's worried schools with secondhand computers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles

3. Pedestrian-friendly pathways**4. Ban on use of plastic****5. Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

D. Any 1 of the above

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons

B. Any 3 of the above

with disabilities: accessible website, screen-reading software, mechanized equipment, etc.

Provision for enquiry and information:

Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

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

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

Inclusionary approaches in education ensure that all students receive a high-quality education. Loyola academy adopts measures to make the admission process and curriculum inclusive for better participation and learning outcomes. Scholarships are available to give adequate financial help. Bridge courses are available to students from underprivileged educational backgrounds. Socio-emotional and academic help is provided through counselling and mentoring programs. Scribes are allotted with compensatory time to students on prior request. All the buildings and facilities are wheelchair accessible and disabled friendly. Students with disabilities have equal opportunity to participate in all Co-curricular and extracurricular activities. A secular forum where all festivals are recognized regardless of culture, location, or socioeconomic standing is the Interfaith Committee. Religious retreats are held once a year on campus where religious gurus of all sects enlighten the faculty and students. Cultural fest- Resonance displays a plethora of events from different regions and borders. On campus Students have easy access to amenities such as bank, canteen, medical cell and stationery. The campus also has a girls' and boys' hostel.

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

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

Loyola Academy conducts a student orientation program for both UG & PG students at the beginning of the academic year to brief them about love & compassion, Peace, truth, non-violence, righteousness, sacrifice, and service. A Foundation Course on Human Values and Professional Ethics is offered within the curriculum. The objective of the PLANET program is to inculcate the spirit of social responsibility in students. They are exposed to the social realities of the poor develops an attitude of concern for the neglected section of society. Students participated in national schemes and programs such as Haritha Haram which helps in promoting human values through social services. Eminent people share their expertise through seminars, webinars, and workshops. Departmental events, Tournaments, Clubs, Cultural fests are conducted by students which instill rights, values, responsibilities, and duties in them. Loyola Academy contributes to corporate social responsibility & NSS contributes to society through its awareness campaigns. Open interaction on a regular basis with alumni and parents creates harmony. An annual activity plan for value promotion activities is framed every academic year by the campus minister. Religious retreats for Christians, Hindus, and Muslims are highlight events. Publication of manuscripts and books is done in an ethical manner.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on

C. Any 2 of the above

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

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

National & International Festivals inculcate a sense of patriotism, national integrity and inclusivity among the students and staff. Loyola academy commemorates these occasions by celebrating National festivals like Republic Day and Independence Day to commemorate the milestones of India's history. It is an occasion celebrated irrespective of the diverse culture. Each festival has an essence and flavor of its own. Religious festivals like Christmas and Diwali were celebrated. National days like Water Day, Forest Day, Environment Day, NSS day, and Teacher's Day are also celebrated to learn the significance of each day and instill values amongst students. International days like Women's Day and Yoga Day are celebrated to promote awareness and action.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice: Promoting job oriented, skill based and Employability viable courses.

In response to requests from alumni, business leaders, and BOS members, Loyola Academy launched five new courses in the academic year 2022 - 2023 with the approval of the members in Academic Audit namely.,

B. Sc. Computer Science & IOT

B. Sc. Computer Science & Cloud Computing

B. B. A. Entrepreneurship Development

B. B. A. Retail Operations Management.

B. Com. Information systems.

These courses aim to provide students with a comprehensive understanding of the respective fields and equip them with the necessary skills to thrive in today's rapidly evolving job market.

Title of the Practice:Management Scholarships to economically disadvantaged, meritorious, and extraordinary students.

Every student whose family's annual income does not exceed Rs. 1,00,000/-is sent a note by the college encouraging them to apply for the management scholarship. Based on their attendance percentage, grades from prior semesters, pay certificates and other certifications, the students are next closely examined by the committee. The scholarship amount to be awarded to the students is then determined by the committee. A total of 1,138 students availed of management scholarships based on their merit, and 34 students received sports scholarships.

File Description	Documents
Best practices in the Institutional website	https://loyolaacademy.edu.in/internal-quality-assurance-cell/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Maintaining Environment-Friendly attitudes and practices to ensure sustainability in all sections of Campus life:Loyola Academy is spread over 132.38 acres. The campus is an abode of wildlife species. There are about 2800 fully grown trees (10 years or more), 1200 half-grown trees (below 10 years), 722 bushes, and 1000 young trees and plants (below five years). Manure is derived from vermicomposting pits which are used in organic farming. Borewell recharge pits, Rainwater harvesting pits, and Check dams are used to interrupt the flow of water. RO plants are used to supply pure drinking water in the college. Water pumped from RO plants after the filtration process is used for gardening and plantation. The capacity of the college's Solar grid is about 153 KW (700-750 Units a day) to achieve 75% energy independence with a combination of energy conservation practices. Solar energy streetlights are used along the roadside on campus. Green Corps cells in association with NCC conduct several plantation programs, environment outreach programs, awareness rallies on waste management, cleanliness drives, debate competitions etc. Vehicles are parked in the parking lot. Mobile towers are not installed on the campus as it hinders the survival of Sparrows and various migratory birds.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Loyola Academy is developing and implementing curricula that align with local, national, and global developmental needs which are relevant in addressing the evolving challenges in the form of Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1. Programme Outcomes articulate the knowledge, skills, and attributes that students acquire upon completing a program. For eg. most of the Management and commerce courses have POs related to leadership and entrepreneurship for effective business leaders.

2. Programme Specific Outcomes are tailored to the individual program to address the unique requirements of a particular field.

3. Course Outcomes enable the students to achieve the objectives of POs and PSOs at the end of each course.

Local Relevance: Loyola College designs courses for students that meet local needs. Eg RAWEP program is organized for B.Sc Agriculture students, which aims at transforming agricultural knowledge and deep understanding of the challenges of rural life.

National Relevance: Loyola College ensures alignment with national developmental needs, adhering to national educational standards.

Global Relevance: Loyola Academy designs courses in the field of B.Sc computer science like AI, ML etc. to meet the international standards and best practices in their respective fields by collaborating with various global partners.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/co-po-mapping.docx-new.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

22

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

1789

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

235

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

38

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

Loyola College offers as part of their curriculum flexible and innovative courses like

the Planet programme, RAWEP, Value education and Personality Development, Environment and Gender sensitization and Indian Heritage Culture which play a significant role in shaping the wholistic development of individuals and communities.

In the Planet programme, the students are taken to villages, orphanages, which aims to foster community involvement, instil a sense of social responsibility and encourage them to get involved in their local communities.

RAWEP program offers valuable hands-on experience to students in rural areas, helps in the transfer of agricultural knowledge, fostering entrepreneurship, thereby gaining a deep understanding of the challenges and rewards.

Value education and Personality development course imparts moral

and ethical values, enhance communication, interpersonal skills, and self-confidence which lead to the development of responsible citizens who are more compassionate, empathetic, socially aware, ultimately fostering a more harmonious and just society.

Environment and Gender Sensitization course raise awareness about environmental issues and promote gender equality making them more ecologically conscious and gender-inclusive, contributing to sustainable development and social justice.

Indian Heritage and Culture imparts knowledge on cultural heritage, fosters a sense of belonging and pride, thereby ensuring the continuity of rich cultural traditions.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

412

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

6727

File Description	Documents
List of students enrolled	View File
Any additional information	View File
1.3.4 - Number of students undertaking field work/projects/ internships / student projects	
1664	
File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File
1.4 - Feedback System	
1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above
File Description	Documents
Provide the URL for stakeholders' feedback report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/Stakeholders-Feedback-on-Curriculum.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File
1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/action-taken-report-2022-23-1.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

2043

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

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

1089

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution employs tailored strategies for students with varying learning levels. For slow learners- remedial classes, individual learning materials, peer group learning, oral tests, and topic-based exercises are implemented. The faculty identifies and mentors these students helps them set SMART goals and provides support when necessary.

Advanced learners are identified through high performance in internal assessments. The teachers motivate the students to engage in independent research, and participate in peer mentoring. They are encouraged to partake in group discussions, technical quizzes, and various club activities.

The students also benefit from accelerated learning through multidisciplinary certifications and courses viz. NPTEL courses, MOOCs, CAD/CAM along with the opportunities provided by the college's Industry connect and their internships. They are also encouraged to part-take in various national/international events, furthering their presentation, interpersonal, time management skills amongst other vital skills.

The institution emphasizes on creating a supportive learning environment and employing practices like assessing prior knowledge, providing multiple engagement options, timely feedback, and fostering collaboration.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/slow-and-advanced-merge.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
07/06/2022	5462	274

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

Loyola Academy prioritizes fostering a dynamic and engaging student-centric learning environment through a comprehensive

framework of practical experiences, diverse participatory activities, and a data-driven approach to continuous improvement. The curriculum actively integrates experiential learning opportunities across various disciplines. Courses like television production and food technology utilize dedicated laboratory experiences, project-based learning initiatives, and the RAWEP program to immerse students in real-world scenarios. This approach fosters practical skill development, problem-solving abilities, and invaluable industry exposure.

The institution cultivates an environment of active engagement through various participatory activities. Interactive seminars, debates, and competitions encourage students to engage with peers and instructors, developing critical thinking and communication skills. Industrial visits provide crucial insights into the corporate world, while co-curricular activities like sports, NSS, NCC, clubs, and student council foster teamwork and social responsibility. Additionally, intercollegiate events enhance learning through healthy competition in debates, role-plays, quizzes, and conferences.

The institution implements a flexible Choice-Based Credit System (CBCS) that enables students to tailor their learning paths. This system balances teacher-led instruction with student-driven action learning, fostering engagement and ownership of the learning process. Recognizing the diverse learning styles of students, the institution seamlessly integrates technology into its curriculum. Flipped classrooms, audio-visual lectures, and online resources enhance accessibility and cater to individual preferences. Department-specific industry visits, field activities, and conferences further solidify the connection between theoretical knowledge and practical application.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/centric-method-web.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Loyola Academy maintains a comprehensive suite of Information and Communication Technology (ICT) tools, cultivating a sophisticated learning environment for students. The institution is equipped with 54 strategically placed projectors in diverse classrooms and labs, alongside computer terminals and laptops in the dedicated computer lab and faculty cabins across the campus. Printers are conveniently located in labs, Head of Department cabins, and other prominent areas, ensuring seamless access to essential printing services. Complementing these resources are strategically positioned scanners throughout the campus, facilitating efficient digitization and information sharing.

Faculty members at Loyola Academy leverage an array of ICT tools to elevate teaching methodologies. This includes the adept creation of compelling PowerPoint presentations utilizing a digital library, online search engines, and pertinent websites. The institution's digitally equipped seminar and conference room host distinguished guest lectures, expert discussions, and student competitions, seamlessly facilitated through advanced online tools. Faculty members employ Google Forms to craft post-unit quizzes, enhancing the overall assessment process.

In the realm of student support, counseling sessions are conducted via the esteemed platforms of Zoom and Google Meet. Furthermore, the recording of video lectures offers students a valuable resource for long-term learning and future reference. Loyola Academy takes pride in orchestrating a spectrum of technical and management events, encompassing Poster making, Ad-mad shows, Project presentations, Business quizzes, Debates, and paper presentations. These events are meticulously organized with the adept utilization of various Information Communication Tools, contributing to the creation of a dynamic, professional, and technology-driven academic environment at Loyola Academy.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/YouTube-links-22-23-web.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

274

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Preparation and adherence to academic calendars and teaching plans are crucial for the success of any educational institution. It ensures that all stakeholders, including students, teachers, and administrators, are aware of key dates and expectations for the academic year. The preparation process involves creating a clear, concise, and comprehensive academic calendar that outlines the schedule and deadlines for all academic and non-academic activities. This includes the start and end of the academic year, exam periods, holidays, and special events. Similarly, developing well-structured teaching plans is equally important to ensure efficient delivery of educational content. Teaching plans are essential teaching tools that help teachers to plan, organize and deliver their lessons effectively. A good teaching plan comprises of clear learning objectives, assessment criteria and a detailed outline of the course content along with adequate resources. To maintain academic quality, Loyola Academy encourages teachers to adhere to the academic calendar and follow approved teaching plans. Adherence to academic calendars and teaching plans allows teachers to provide consistent and high-quality instruction to their students, ensuring that necessary content is taught and that students can achieve their learning objectives. In summary, effective preparation and adherence to academic calendars and teaching plans by the Loyola Academy can help to ensure that students receive consistent, high-quality education that meets their academic goals.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

274

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

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

46

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1899

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

UG-32 PG-28

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

117

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

1. Internal test components include two mid semester exams, assignment, seminar/viva, attendance, Group Discussion/ Presentation/ Case Study/ Computer Based Test.
2. A detailed timetable is prepared by the Examination branch after consulting the Heads of Departments and the students are informed respectively.
3. Question paper is designed, by the subject faculty who are teaching the subject. The examination committee supervises the smooth conduct of the exam.
4. A Centralized seating arrangement and invigilation duties are prepared by the examination branch and is displayed in the notice boards as well as in WhatsApp groups of the staff.
5. A special squad is formed for the exams to conduct the exams fairly. Scrutiny of answer scripts, subject wise, session wise and day wise, is carried out by examiners to avoid missing answer scripts. The implications of malpractice are publicized and announced through the public announcement system and instruction

sheets.

6. Students can view their marks, attendance, and results through the student login from ERP. The entire process is transparent and is communicated to all the students in advance, through Orientation programme at the beginning of the academic year and printed in the academic calendar/ handbook.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/ilovepdf_merged-13.pdf

2.6 - Student Performance and Learning Outcomes

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

Loyola Academy has implemented an outcome-based education (OBE) system that prioritizes outcome-based teaching and learning to foster effective student participation, enhance global competitiveness, develop skill sets, and expand opportunities for students. The institution has taken various measures to ensure that the stakeholders, including faculty, students, parents, and others, are informed about the program outcomes, program-specific outcomes, and course outcomes. The details of each program and course are stated clearly in the college prospectus, handbook, and the user-friendly college website. An institutional orientation program is also organized for incoming students to provide information about the program, courses, methods of evaluation, and performance expectations before the semester begins. Additionally, faculty members communicate expectations, targets, and desirable standards to students after reviewing their work and communicate the goals and outcomes of each unit. The program outcomes for all departments, such as Arts, Science, and Commerce, have been formulated based on the model of sample POs provided by NAAC. Each department has then formulated the program-specific outcomes based on the knowledge, skills, and attitudes that the students learn. The respective faculty members use action verbs of learning levels suggested by Bloom to write the course outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/co-po-mapping.docx-new.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The process of attainment of COs, POs and PSOs starts from writing COs and five course outcomes suggested by Bloom. The CO attainment is measured based on the results of internal and external examinations conducted by the university. After the internal assessment and the external exams, the average of these percentages is computed to decide the attainment level.

Thus, the average percentage of students attaining all the COs decides the CO attainment level. The following scale is used for attaining CO'S:

Attainment Level 3: 85% of students scored more than 40% out of 100% marks

- Attainment Level 2: 75-85% of students scored more than 40% marks
- Attainment Level 1: 65-75% of students scored more than 40% marks
- Attainment of Programme Outcomes

The PO attainment is calculated 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 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/igac-program-attainment/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1640

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/2.6.3-annual-reports.pdf

2.7 - Student Satisfaction Survey

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

https://loyolaacademy.edu.in/wp-content/uploads/2024/03/2.7.1-Student-Satisfaction-Survey-SSS-22-23_11zon.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The management of Loyola Academy provides more facilities for both faculty and students through research committee. It also increased sophisticated instrumentation facilities, books, and reputed Journals. The faculties completed 14 research projects with seed money provided by the management and 05 projects are on-going which are worth around 5 Lakhs. A total of 124 research

papers are published by the faculty members during 2022-23 with the highest impact factor 9.4693. The numbers of research papers are published either in Scopus or Web of Science is increased with H-index 22. The faculties have also published 34 books and 272 book chapters in books published by reputed publication houses of National and International standards. A total of 38 patents were obtained by our faculty members. Further, IQAC recommended every department to organize conferences, seminars for the benefit of faculty members as well as students. So far various departments of College had organized 10 International Conferences, 05 National conferences and 10 workshops for the last two years apart from various University, District level and regional workshops and competitions. Faculty and students are motivated to participate in conferences, seminars, research conventions for paper presentation and research work in their respective disciplines with financial support.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/Adobe-Scan-30-Apr-2024.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

809000

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

7

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The management of Loyola Academy encourages innovative ideas of faculty and students through its incubation cell. The college has Institutions Innovation Council, an initiative of MoE, received 3 star rating for the academic year 2021-22, and 3.5 star rating for the academic year 2022-23. The college has collaborated with WE Hub to conduct a road show to motivate students and an

ideation program for the students on August 26, 2022 which helped them to learn ideation techniques such as mind mapping, scampering, brainstorming, and reverse brainstorming, amongst other things, and gained knowledge on how to start an entrepreneurial enterprise. Loyola Academy is also in touch with the Atal Incubation Centre, ALEAP, and participating in Young Entrepreneurship: Bridging the Gap: Role of the Incubator. Students visit industries along with the faculty member to gain hands-on experience. Loyola Academy has a strong student and alumni network to support in ideation. The Alumni Relations Team engages in various initiatives to connect with the alumni at various platforms such as - Mentorship Programs: Building a strong mentor connection between alumni and interns to help the interns in the organizations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

30

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

D. Any 1 of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	https://loyolaacademy.edu.in/research-consultancy-2/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

89

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

188

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/BOOKS-2022-23.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

61

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

61

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.09

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities are a great way to sensitize students to social issues and contribute to their holistic development. These activities often involve community engagement and service orientation, which can help students become good citizens.

Specific activities can include tree plantation, cleanliness campaigns, road shows highlighting national integration, awareness programs on government welfare schemes like Swachh Bharat, Drug abuse, Road safety, Gender issues, etc., and visits to orphanages.

These activities not only create awareness among students about societal issues but also promote their involvement in various social activities. The impact of these activities is significant, contributing to the students' holistic development and sensitizing them to social issues.

Extension activities offer several benefits:

1. **Personalization:** These activities allow students to relate the topic to themselves, making it more relevant and meaningful. This personal connection can enhance memory retention.

2. **Higher-Order Thinking Skills:** Extension activities can integrate higher-order thinking skills such as analyzing, evaluating, and creating. For example, students might categorize new words, compare them to other words, or use them creatively in their own sentences.

In summary, extension activities can enhance learning by providing additional or different forms of practice, promoting higher-order thinking skills, and making learning more personalized and meaningful.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.instagram.com/reel/ChB4bEJAcrn/?igshid=MDJmNzVkMjY=

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

6

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated

programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

26

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2565

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

772

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

43

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Loyola Academy was established in 1978 and has completed 45 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 88 classrooms and 22 staffrooms spanning across all the blocks, inclusive of 4 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.1.1-infrastructure.pdf

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

Cultural activities, gymnasium and yoga, sports and games are a significant part of Loyola Academy, and the college provides adequate facilities for all these activities.

Cultural Activities

S.NO

NAME OF THE HALL

AREA IN SQ.FT

EVENT

1

INIGO HALL

9000

Resonance, Orientation for students, Alumni meet, Convocation, Clay modelling

2

LOYOLA HALL

3173

Departmental Activities, Voice for Girls

3

PG SEMINAR HALL

1300

Debate, Inter Departmental competitions

4

XAVIER HALL

2378

Quiz competitions

Sports and games

S.NO

NAME OF SPORT

NO OF COURTS

DIMENSIONS

1

BASKET BALL

2

15"×28"

2

VOLLEY BALL

3

09"×18"

3

KABBADI

2

13"×10"

4

HAND BALL

1

20"x40"

5

BATMINTON

2

6.1"x13.4"

6

CRICKET

1

22 YARDS PITCH

7

FOOT BALL

2

100"x60"

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. One Yoga Centre.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	No File Uploaded
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.1.2.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

78

File Description	Documents
Upload any additional information	No File Uploaded
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

1662.72

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

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

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. It saves a lot of time of the library in cataloguing. Cataloguing is done under the MARC 21 standards.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.2.1.pdf

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

13.20

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**4.2.4.1 - Number of teachers and students using the library per day during the year**

350

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

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 15 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.

S. NO

NAME OF THE LAB

NO OF COMPUTERS

1

MCA LAB

61

2

MBA LAB

61

3

MSCS LAB

61

4

DEGREE LAB I

66

5

DATA SCIENCE LAB

33

6

COGNITIVE LAB

28

7

E LERNING LAB

22

8

E COMMERCE LAB

61

9

MULTIMEDIA LAB

51

10

ENGLISH LAB

61

11

ANIMATION LAB I

45

12

ANIMATION LAB II

45

13

DEGREE LAB II

38

14

DEGREE LAB III

50

15

MASS COMMUNICATION

25

TECHNOLOGY UPGRADATION

YEAR

EXISTING

ADDED

TOTAL

INTERNET MBPS

2022-23

900

115

1015

2, 50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.3.1.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
5462	1015

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/4.3.4.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

779.01

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

Planning and Evaluation committee of Loyola Academy, under the guidance of Rector the college, is responsible for ensuring the physical, academic and support facilities and for the planning, construction, operation and maintenance of all the facilities. The support facilities include manpower. material and machinery. The responsibilities of the committee are:

1. The campus is maintained clean by utilizing the services of supporting staff.
2. Water tanks are periodically cleaned and marked on the tank.
3. Campus greenery is maintained regularly by gardener.
4. The campus is under CCTV surveillance.
5. Daily cleaning and maintenance of washrooms.
6. Planning and developing campus facilities and playgrounds through integrated programs of renovation, alteration, new constructions, and maintenance.
7. Providing support to all Loyola academy campus events and ceremonies.
8. Supporting the energy and environmental initiatives of the

college.

9. Maintaining technical equipment.
10. Support for sports activities.
11. Support to library.
12. Monitoring annual maintenance of necessary items.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1I0ThujlyWTTFiJo9lQBNnJ4jHn7fMjbz/view?usp=sharing

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

386

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1082

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga,

A. All of the above

**Physical fitness, Health and Hygiene)
Awareness of Trends in Technology**

File Description	Documents
Link to Institutional website	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/5.1.3.-Capacity-Development-and-Skill-Enhancement-activities-22-23.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

2707

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

625

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

372

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

23

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

10

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Council of 2022-23 actively championed student interests, fostering an inclusive atmosphere and social, moral, and environmental awareness. Collaborating with the Magic Youth Committee and AICUF, launched campaigns like 'Gender Equity Rally' and 'Pratibimb' to address gender disparities and discrimination, to promote equity. They organized a Menstrual Awareness Drive and break taboos, and the 'Let Us Dream' conference to inspire social responsibility and volunteering.

To encourage political engagement, supported events like 'Educatio' and 'Transnational Youth Summit,' enhancing students' critical thinking through MUNs and debates. National pride was a key focus, with celebrations of Indian Constitution Day, Babu Diwas, 'Basha Diwas,' and 'Rashtriya Ekta Diwas' to honor India's freedom movement and cultural diversity. They promoted secular celebrations for festivals like Onam and Christmas and recognized the contributions of teachers and non-teaching staff through dedicated appreciation days.

The Council also organized a variety of clubs for the first-year students including Green Club, Photography Club, Drama Club and more. Beyond campus, the Council organized Navtarang, a fundraiser for underprivileged students, and Rangtarang, which raised awareness on water conservation and promoted secularism.

Their efforts cultivated a culture of respect, inclusivity, and social consciousness, empowering students to make meaningful contributions to society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/NOVEDAD-3.0.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

22

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Loyola Academy Alumni Association undoubtedly plays an indispensable role in the progress of the institution, acting as a backbone to grease the wheels of the institution in both academic and socio-economic aspects. "Back to alma mater is always a pleasant experience". Keeping this point in view, Loyola Academy, which is well-known for its compassion and concern towards the community is committed to supporting their successors. The association which is registered under the Telangana Societies Registration Act, 2001, is a member of Jesuit Alumni Association (JAA), constituting all alumni associations of Jesuit Academic Institutions in the country. Clearly defined purpose of association is to engage and encourage modern learners enhance their skills by actively participating in ongoing academic activities, which include workshops, placements, internships, so on. The annual meetings, generally fall on the second Saturday of Autumn, are a platform for the alumni to share their ideas. The illustrious alumni, spread across the globe as

Data Scientists, Artists, Bankers, IT Professionals, and so on, support the present batches by providing scholarships, guiding and mentoring them. To inspire budding talents, the alumni are invited as chief guests, members of the board of studies, resource persons for invited talks, seminars, and workshops.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://youtu.be/Ftv9G9L9QE8

5.4.2 - Alumni's financial contribution during the year

C. 5 Lakhs - 10 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision To impart higher education with integral formation which involves academic excellence, spiritual growth, social commitment and value based leadership

The Mission

It is to form men and women for others and mold our students as global citizens with competence, conscience and compassionate commitment. Special concern is shown towards the socially and economically underprivileged students.

Mission

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

The 4 "C"s of the Mission Statement are

COMPETENCE

CONSCIENCE

COMMITMENT

COMPASSION

Academic Structure: The Principal is the Academic Head of the Institute. The academic structure of the LA consists of Vice principals, Deans of different disciplines, Coordinators of various cells, Heads of the departments and class teachers. Various statutory and Non statutory Committees function at the Institute level on the principle of collective decision-making process, the Deans, and coordinators, along with the HODs, are empowered to deal with academic matters at their levels.

The Governing Body plays the pivotal role of laying down policies, both academic and governance. The Academic Council provides directions for future academic growth and development

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/vision-mission-2/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

LA has a well-rested practice of decentralization and participative management.

It has governing body, Academic council, board of studies, and statutory non statutory bodies. The roles and responsibilities of each unit and the structure of such organisational units are defined at the time of formation. Students are also nominated to the departmental and college level units to contribute and participate in the discussions related to various academic and administrative issues and policies. Every member is free to express views and opinions within the laid boundary line. However, the decision of the chairperson of the organisational

unit remains final and binding.

A case study: The Design and development process of curriculum.

The HoD of every department in the college takes into cognizance the feedback of all the stakeholders such as students, parents, employees, peers, course instructors, course coordinators and invites suggestions and modifications in the curriculum. The BOS deliberates the same and forwards its minutes to the Dean Academics for further action in the academic Council. The ratified minutes of the academic council will be presented in governing body which is the final decision-making authority to implement the course.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/THE-INSTITUTIONAL-STRATEGIC-PERSPECTIVE-PLAN-IMPLEMENTED.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Strategic Plan

- To Start Three UG programs with six semesters namely B.Sc. (Computer Science & Cloud Computing) B.Sc. (Computer Science & Internet of Things) B.B.A. (Retail Operations Management)
- To Conduct Four international inter disciplinary seminars / conferences in UG & PG in collaboration with IQAC were conducted.
- To Start A Beginner level course in Computers for students in orphanages.

- To Start A Course in the Repair & Maintenance of Home Appliances for Neighbourhood students (economically backward) could not commence due to schedule constraints.
- Instituting Schools for all common programs a) School of Agriculture b) School of Sciences c) School of Food Technology & Nutrition d) School of Informatics e) School of Commerce f) School of Arts & Humanities g) School of Management
- To Start Integrated programs on experimental basis in consideration with NEP 2020. For example B.Sc. (Multimedia & Animation), B.A. (Mass Communication) will start from 2023-24.
- To Conduct A Green Audit, Energy Audit, Environmental Audit, and Gender Audit are in process.
- To Formulate strategic plans inviting applications from National / International students and sports students for admission into the College.
- To Constitute An ICC (Internal Complaints Committee).

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/THE-INSTITUTIONAL-STRATEGIC-PERSPECTIVE-PLAN-IMPLEMENTED.pdf
Upload any additional information	View File

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

Chairman, Governing Body/ Provincial: Fr. K A Stanislaus SJ is the present Provincial of Andhra/Telangana Province. He looks after the welfare of Jesuits/Institutions in this region.

Vice Chairman, Governing Body/Superior: Fr. Ch. Amara Rao SJ is the present Superior of Loyola Academy. He looks after the welfare of the Jesuits, teaching and non-teaching staff, and students of the Institute.

Correspondent: Fr. Ch. Amara Rao 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: Rev.Fr.Dr.L.Joji Reddy SJ is the present Principal of Loyola Academy, Secunderabad. The principal looks after the smooth functioning of academic and administrative activities. Vice principals, Dean, Heads of department and coordinators will assist him in this matter.

Appointment: The Correspondent of the college is responsible for the appointment of staff under his supervision as per Loyola Academy Society guidelines. The recruitment is classified depending on the nature of the appointment.

Service Rules are deemed to be in consonance with the provisions of the Societies Registration Act XXI of 1860.

Procedures: Grievance Redressal, Disciplinary Action, Grant of Leave ,Performance Appraisal, Retirement and Settlement of Account

File Description	Documents
Paste link to Organogram on the institution webpage	https://loyolaacademy.edu.in/administratio-n-2/
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2024/04/6.2.2-additional-info-Service-rules-code_conduct-1.pdf

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution and its management takes Various monetary, non-monetary measures listed bellow 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 and Loans is given to the teaching and non- teaching staff.
- Financial support is provided for publications by the staff.
- Bank and ATM facilities are available in the campus.
- Concession in fees to the employee children.
- Orientation and training sessions for both teaching and non teaching staff for their career growth
- Loyola Academy has a Welfare Association for both teaching and non-teaching staff.
- College has Qualified counsellor who works with staff and students to improve their mental health and well-being, helps them to define goals.
- Staff group family medical insurance policy
- celebratingof various festivals and Recreational activities

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/faculty-welfare-measures-1.pdf

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

07

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

04

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

445

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 is 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 management, through the Governing Body, investigates 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 or online. Optimal utilization and execution of the budget is monitored through internal and external auditing. 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. The annual financial audit was conducted for the academic year 2022-23.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/05/Internal-external-finance-committee-meetings.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

nil

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

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.

Strategies for optimal utilization of financial resources:

The finances collected are utilized for the purpose of academic growth, administrative requirements, repairs, 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2022/03/POLICY-ON-REVENUE-SHARING.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

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

1. **ACADEMIC AUDIT** Every semester IQAC conducts an internal academic audit for each department and faculty member to assess teaching, research and consultancy and examinations and to improve the quality of the teaching and learning process. The template of audit forms is sent to HOD and other faculty in the department and duly filled forms with proofs are inspected by the 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 and gives the grades accordingly.

2. QUALITY ENHANCEMENT STRATEGY FOR ACADEMIC EXCELLENCE

LA is an Autonomous college, Every department can upgrade its syllabus annually by conducting, a Board of Studies meeting is conducted by inviting subject experts from industry and Osmania University who review the existing syllabus and give suggestions for upgrading the syllabus. Any suggestions which are difficult

to implement in the syllabus are taught o students in academic seminars which are organized by the departments.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/College-Annual-report-2022-23.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The following are two of many IQAC initiatives

Academic Audit: At the end of every year, 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., The IQAC supervises, Conducting extra classes for slow lerners. industrial visits, various social works, exhibitions, and technical fairs. Feedback is collected once a semester. and communicated to the Faculty and Heads of the Departments and necessary measures are taken.

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://loyolaacademy.edu.in/wp-content/uploads/2024/02/Students-Feed-Back.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://loyolaacademy.edu.in/wp-content/uploads/2024/03/College-Annual-report-2022-23.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Gender equity is used to identify people, not to discriminate them. According to the admissions policy, all applicants will be given an equal chance. Student council, Class representatives, NCC and NSS comprises of equal number of male and female students in various portfolios. Both genders are active in a variety of activities such as academics, sports, recreation, and community service. The Gender Equity and Equal Opportunities cells hold awareness sessions to promote the concept of gender equity. The

college campus is secure, and ID cards are used to track students' admission and exit. A female security guard is stationed at the entrance, along with the other security personnel. We have 305 closed-circuit cameras deployed around the campus, including all access points, walkways, corridors, canteen, seminar halls, classes, and other areas. Sanitary napkin vending machines are installed in women's washrooms, keeping them safe and tidy. On campus, there is a female doctor and a counsellor. Every block has a first-aid kit. Discipline, Anti-Ragging, Anti-Sexual Harassment, and Grievance Redressal committees ensure that all issues are addressed. The Women Empowerment Cell hosts discussions, activities, and self-defense training sessions.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://loyolaacademy.edu.in/wp-content/uploads/2023/08/2022-23-TEXT-FINAL-Handbook-1.pdf

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

B. Any 3 of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Triple case dustbins are used to collect plastic waste that is both dry and damp. The place to collect and compile solid waste is a segregation house. For recycling assistance with your paper waste, contact the ITC-Waste Management and Recycling Unit. There are three types of traditional composting and ten types of vermicomposting compost pits constructed.

Microbial cultures from the lab are autoclaved and disposed of.

Students pursuing M.Sc. Biotechnology completed an online certificate program in solid waste management offered by GHMC.

Distillation units are used in chemistry labs for recycling organic solvents. The reverse osmosis system meets all the campus's drinking water needs. We use the discarded water for gardening and washing.

Electronic equipment is used and maintained until it is declared scrap. To reduce component fatigue and burnout, electronic circuit design is developed and tested using simulation software before being integrated into a real hardware circuit. Computer science instructors utilize malfunctioning computers to instruct students. UPS systems make use of maintained and recharged batteries. Recyclable electronic garbage is delivered to authorized vendors at a central location. The central store oversees a computer part buy-back scheme. In addition, we supply our sister's worried schools with secondhand computers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

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

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

D. Any 1 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres

B. Any 3 of the above

Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

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

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

Inclusionary approaches in education ensure that all students receive a high-quality education. Loyola academy adopts measures to make the admission process and curriculum inclusive for better participation and learning outcomes. Scholarships are available to give adequate financial help. Bridge courses are available to students from underprivileged educational backgrounds. Socio-emotional and academic help is provided through counselling and mentoring programs. Scribes are allotted with compensatory time to students on prior request. All the buildings and facilities are wheelchair accessible and disabled friendly. Students with disabilities have equal opportunity to participate in all Co-curricular and extracurricular activities. A secular forum where all festivals are recognized regardless of culture, location, or socioeconomic standing is the Interfaith Committee. Religious retreats are held once a year on campus where religious gurus of all sects enlighten the faculty and students. Cultural fest-Resonance displays a plethora of events from different regions and borders. On campus Students have easy access to amenities such as bank, canteen, medical cell and stationery. The campus also has a girls' and boys' hostel.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:	
<p>Loyola Academy conducts a student orientation program for both UG & PG students at the beginning of the academic year to brief them about love & compassion, Peace, truth, non-violence, righteousness, sacrifice, and service. A Foundation Course on Human Values and Professional Ethics is offered within the curriculum. The objective of the PLANET program is to inculcate the spirit of social responsibility in students. They are exposed to the social realities of the poor develops an attitude of concern for the neglected section of society. Students participated in national schemes and programs such as Haritha Haram which helps in promoting human values through social services. Eminent people share their expertise through seminars, webinars, and workshops. Departmental events, Tournaments, Clubs, Cultural fests are conducted by students which instill rights, values, responsibilities, and duties in them. Loyola Academy contributes to corporate social responsibility & NSS contributes to society through its awareness campaigns. Open interaction on a regular basis with alumni and parents creates harmony. An annual activity plan for value promotion activities is framed every academic year by the campus minister. Religious retreats for Christians, Hindus, and Muslims are highlight events. Publication of manuscripts and books is done in an ethical manner.</p>	
File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File
7.1.10 - The institution has a prescribed code	C. Any 2 of the above

of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

National & International Festivals inculcate a sense of patriotism, national integrity and inclusivity among the students and staff. Loyola academy commemorates these occasions by celebrating National festivals like Republic Day and Independence Day to commemorate the milestones of India's history. It is an occasion celebrated irrespective of the diverse culture. Each festival has an essence and flavor of its own. Religious festivals like Christmas and Diwali were celebrated. National days like Water Day, Forest Day, Environment Day, NSS day, and Teacher's Day are also celebrated to learn the significance of each day and instill values amongst students. International days like Women's Day and Yoga Day are celebrated to promote awareness and action.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice: Promoting job oriented, skill based and Employability viable courses.

In response to requests from alumni, business leaders, and BOS members, Loyola Academy launched five new courses in the academic year 2022 - 2023 with the approval of the members in Academic Audit namely.,

B. Sc. Computer Science & IOT

B. Sc. Computer Science & Cloud Computing

B. B. A. Entrepreneurship Development

B. B. A. Retail Operations Management.

B. Com. Information systems.

These courses aim to provide students with a comprehensive understanding of the respective fields and equip them with the necessary skills to thrive in today's rapidly evolving job market.

Title of the Practice: Management Scholarships to economically disadvantaged, meritorious, and extraordinary students.

Every student whose family's annual income does not exceed Rs. 1,00,000/- is sent a note by the college encouraging them to apply for the management scholarship. Based on their attendance percentage, grades from prior semesters, pay certificates and other certifications, the students are next closely examined by

the committee. The scholarship amount to be awarded to the students is then determined by the committee. A total of 1,138 students availed of management scholarships based on their merit, and 34 students received sports scholarships.

File Description	Documents
Best practices in the Institutional website	https://loyolaacademy.edu.in/internal-quality-assurance-cell/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Maintaining Environment-Friendly attitudes and practices to ensure sustainability in all sections of Campus life:Loyola Academy is spread over 132.38 acres. The campus is an abode of wildlife species. There are about 2800 fully grown trees (10 years or more), 1200 half-grown trees (below 10 years), 722 bushes, and 1000 young trees and plants (below five years). Manure is derived from vermicomposting pits which are used in organic farming. Borewell recharge pits, Rainwater harvesting pits, and Check dams are used to interrupt the flow of water. RO plants are used to supply pure drinking water in the college. Water pumped from RO plants after the filtration process is used for gardening and plantation. The capacity of the college's Solar grid is about 153 KW (700-750 Units a day) to achieve 75% energy independence with a combination of energy conservation practices. Solar energy streetlights are used along the roadside on campus. Green Corps cells in association with NCC conduct several plantation programs, environment outreach programs, awareness rallies on waste management, cleanliness drives, debate competitions etc. Vehicles are parked in the parking lot. Mobile towers are not installed on the campus as it hinders the survival of Sparrows and various migratory birds.

File Description	Documents
Appropriate link in the institutional website	loyolaacademy.edu.in/internal-quality-assurance-cell/
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

- Planned to start two new UG (with 6 semesters respectively) and one new PG programs (with 4 semesters respectively).
 - B.B.A. (Tourism)
 - B.Sc. Computer Science & Machine Learning
 - Proposal for initiating a four year UG programme for B.Sc. Multimedia & Animation, BA Mass Communication and B.Com. Honors in accordance with NEP 2020.
- Proposed for conducting Green Audit, Energy Audit, Environment Audit and Gender Audit for the academic year 2023-24.
- Proposal for obtaining an ISO certification for the Institution (National & International)
- Planned to organise six international multidisciplinary seminars by various schools in collaboration with IQAC.
- Proposed to organise workshops, industrial visits, national seminars, inter collegiate competitions.
- Proposed to revise one policy and add four new policies to the existing ones.
- Approval to consider recruitment of counsellors.
- Proposal to train two batches of faculty, phase wise under the TOT programme.
- Proposed for promotion of holistic development of youth by extending services to the poor by adopting five more villages, in addition to the existing seven villages, (five adopted under UBA).
- Proposed to include two non CGPA certificate courses titled, "Youth Awareness against Substance Abuse" and "Cyber Security" to students.