



YEARLY STATUS REPORT - 2020-2021

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./Alternate phone no.	04027862363	
• Mobile No:	6300368362	
• Registered e-mail	lacademyinformation@yahoo.in	
• Alternate e-mail	info@loyolaacademy.edu.in	
• Address	Loyola Academy, Old Alwal	
• City/Town	Secunderabad	
• State/UT	Telangana	
• Pin Code	500010	
2.Institutional status		
• Type of Institution	Co-education	
• Location	Urban	
• Financial Status	UGC 2f and 12(B)	

• Name of the Affiliating University	Osmania University				
• Name of the IQAC Coordinator	Dr K Rama				
• Phone No.	04027860077				
• Alternate phone No.	04027862363				
• Mobile	9885384522				
• IQAC e-mail address	ramakovur@gmail.com				
• Alternate e-mail address	info@loyolaacademy.edu.in				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Aqar%202019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Hanbook_2020-21.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 funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			4		

<ul style="list-style-type: none">• Were the minutes of IQAC meeting(s) and compliance to the decisions have been 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	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none">• If yes, mention the amount		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Staff orientation programme was organized on the conduct of online classes through MS teams software. Preparation for autonomy renewal visit. Seed Money to staff for encouraging Research by Management. Purchase of software for online examination. Conducted Staff Orientation on NEP.		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		
Plan of Action	Achievements/Outcomes	
Plan to conduct staff orientation program	Staff orientation was organized on conduct of online classes through MS teams software.	
Plan to prepare for autonomy renewal visit.	Autonomy renewal team has visited on January 20th and 21st, 2021 and extended autonomy for college.	
Ranking by EDUCATION WORLD	EDUCATION WORLD has ranked Loyola Academy below 10th place.	
Prepare documentation for NIRF ranking	The college is ranked between 150-200 by NIRF	
Submission of data to INDIA TODAY and THE WEEK magazine	Submitted data and obtained rankings.	
Starting of two new UG and PG programs each.	College has started two new UG courses-BSc (Computer science	

	and Cognitive systems), Bcom (Business Analytics). Two new PG courses-MSc (DataScience), MSc(Food Science and Nutrition).
Seed Money for Research by Management	Staff are encouraged to do research with the seed money.
Students are encouraged to do NPTEL courses	117students completed NPTEL courses.
Purchase of software for on-line examination	Mid semester exams were conducted online by purchasing HIREMEE soft ware
Purchase of new bus for extension program(PLANET)	New bus was purchased for planet extension programme for 20 lakhs
IQAC monitors the seminars conducted by the departments, students activities conducted by NCC & NSS, Board of Studies Meeting ,Academic Council Meeting, Governing Body Meeting ,Publications by Staff ,Project Report by Students ,Uploads NIRF Document ,Fills AICHE data	IQAC has monitored the seminars conducted by the departments, students activities conducted by NCC & NSS, Board of Studies Meeting ,Academic Council Meeting, Governing Body Meeting ,Publications by Staff ,Project Report by Students ,Uploaded NIRF Document ,Filled AICHE data
Plan to Conduct Oreintation on NEP	Session on NEP was conducted.

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Body	04/11/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	18/01/2022

Extended Profile

1.Programme	
1.1	1527
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	View File
2.Student	
2.1	4615
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	822
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
2.3	1480
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	183
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	183

Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1 Total number of Classrooms and Seminar halls	81
4.2 Total expenditure excluding salary during the year (INR in lakhs)	157,925,516
4.3 Total number of computers on campus for academic purposes	1014

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Loyola Academy has emphasized on enabling students in professional, entrepreneurial and life skills. The courses offered by Loyola Academy have been geared towards addressing local, national and global needs. The IT boom in Hyderabad creates a huge demand for courses on information technology, computer science, computer application, engineering, artificial intelligence and data science. Certain courses like Mass Communication, Multimedia and Animation, Psychology, Literature and Journalism also cater to exceptional, talented students with a niche for creativity and humanities. Hyderabad is a hub of several pharmaceutical companies and hospitals offering world-class healthcare opportunities creating a sustained demand for Biotechnology and Chemical Technology graduates. Loyola Academy offers Biotechnology, Business Administration Food Technology and Food Science and Nutrition as both undergraduate and postgraduate courses to address the needs of the local students. The emergence of innovation procedures in sectors like agriculture and cottage industries allows students to apply for job opportunities in rural development industries both in the government and private sectors at the local and national levels. The college has been successfully running the department of Agriculture Science and Rural

Development. The curriculum is designed and developed by the Board of Studies (BOS) of the concerned department and finally approved by the Academic Council. Every BOS and Academic Council has representatives from academia, industry, alumni and the other stakeholders of the college. The college also considers good practice in initiating a range of programme options that are relevant to local needs and in tune with the emerging national and global trends. The college adopted 'Choice Based Credit System (CBCS)' in the year 2016, to hone their career skills for securing prospective employment. In today's complex and competitive academic environment in higher education, professional approaches and best practices like CBCS can act as catalysts for quality improvements in the system as a whole. The courses leading to more employability, entrepreneurship and skill development are continuously strengthened by updating the syllabi in accordance with the needs of the industry. Emphasis is laid on the holistic development of a student which includes employability, skill development and environmental governance. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. Keeping in mind the mission of the college to form 'men and women for others, the programmes offered, aim for outcomes that mould the students into global citizens. Introduction of papers such as Big Data Analytics, Protected Cultivation, Biostatistics, Supply chain management, Public Relation etc. combines the global trends in the curriculum component of the college. VAT (Value Added Tax) paper is included in all the B.Com courses to keep them abreast with the current changes in the markets. In addition to the above, the introduction of the Physics paper in Chemical Technology opened more avenues for the students. Java and Python programmes offered by Computer Science Department increased the chances of employment for the students. The syllabus integrates various elements to give students a global business perspective through a unique pedagogy of learning and interaction among peers and often industry expert.

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

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The college has adopted the system of valuation based on both the

continuous internal Assessment (C.I.A) and semester End examination SEE with a ratio of 40:60. CIA consists of weekly tests, Assignments, seminars/viva, mid examination and prefinal examination as part of the theory. All the components will be held as per the almanac.

The college prepares an academic calendar before the beginning of each academic year that contains the date of commencement of the semester, last working day of the semester, date-day orders, dates of internal examination, academic and cultural activities, last dates for submitting marks and the dates for semester-end examinations. The calendar is followed strictly by the UG and PG programs including the conduct of Continuous Internal Evaluation (CIE). Subsequently, every department also prepares its own almanac of activities.

The Institute almanac includes details like the total number of working days and leaves, CIA dates, dates for the Institute's programs. The department timetable comprises guest lectures, industrial visits, seminars, other co-curricular and extra-curricular activities. The academic calendar helps faculty members to plan their courses and activities for the semester in advance and to deliver them more effectively.

Department head supervises the completion of the syllabus periodically for each faculty member and subject. Faculty members adhere to the syllabus content for each subject, closely following the number of hours assigned. Continuous internal evaluation (CIE) consists of internal tests (midsemester and weekly), assignments, projects, quizzes, and vivas. There's a well-defined process for the conduct of CIE as per the timetable of events. Protocols of revised Bloom's Taxonomy are used to prepare Internal assessment question papers under the supervision of the department head.

The internal assessment tests schedule prepared by the examination branch is published to stakeholders and conducted as per the schedule.

After the Internal Assessment tests, evaluation of answer scripts is carried out within a week's time to stay on the schedule. Continuous evaluation and assessments are also done for laboratory courses, projects, and internships. Conduction of laboratory trials and viva, Submission of records are the major factors of laboratory course evaluation. As per the laboratory rubrics, the internal test is conducted at the end of the semester. The Principal and the Dean of Academic Affairs, through the academic council meetings, constantly review the semester's progress and provide suitable suggestions whenever necessary. In the case of modification of academic timetable by

the university, the institute incorporates the necessary changes consequently.

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

1.1.3 - Teachers of the Institution participate in A. All of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

30

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

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

48

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

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

479

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

106

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

1.3 - Curriculum Enrichment**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

Loyola Academy has a strong tradition of mainstreaming socio-cultural issues in its curriculum and teaching pedagogy. The college has always focused on issues of marginalized community groups and the inequalities and inequities existing in society. Various courses have a strong focus on gender differentials in the socialization of children; and differentials in participation in the workforce; marginalization faced by women in governance and policy-making, feminization of poverty as well as inequities of hunger, food security, environmental degradation and climate change. Planning and review of flagship development programmes of the government are an

integral part of our core courses at the UG level. The students are made aware of the concept of sustainability and to critique programmes and policies from the lens of sustainability. At the undergraduate level, these areas are covered in Courses such as:

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

The objectives for value education are as follows:

i) Full development of student's personality in its physical, mental, emotional and spiritual aspects. ii) Inculcation of good manners and of responsible and cooperative citizenship.

1. Environmental Studies and Gender Sensitization:

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

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

1. To understand the importance of ecological balance for sustainable development

2. To understand the impacts of mitigation measures on Indian Heritage and Culture:

A compulsory course on Indian Heritage and culture has been incorporated into the first-year curriculum of all disciplines.

India's history and culture is dynamic, spanning back to the beginning of human civilization. It begins with a primitive culture along the Indus River and in farming communities across the southern lands of India. The history of India bears the testimony of a rich heritage of integration of diverse cultures of the world. The course covers topics like the impact of geography on Indian culture, the history of medieval India, influence of Islam on Indian culture, Indian religion and impact of the issues related to women, children and youth. The purpose of the course is to equip the students with the social and community problems of India.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

939

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

1529

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

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/02/ActionTaken2020-21.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

1743

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

822

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 the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Slow learners: A structured Mentor and Mentee Programme is in place. Every student is provided with a faculty mentor and the scheduled interactions are recorded in a well-designed mentoring book. During the interaction, the SWOC (Strengths Weakness, Opportunities, Challenges) analysis is recorded. Based on the interactions, SWOC and regular performance, students' abilities are identified and necessary counselling, training are provided to cater for the needs of slow and advanced learners. Subject experts and class teachers through classroom interaction and counselling identify the strengths and weaknesses of individuals and set up target goals for the students to achieve. In addition, the HODs with the help of Mentors identify students who are slow learners and have backlogs and assist them in achieving the required goals. To help with the slow learners' the respective subjects in charge conducts remedial classes. Students in remedial classes may be taught using activity-based learning and other remedial teaching methodologies

Catering for the needs of advanced Learners. Advanced learners are benefitted from accelerated learning. Acceleration takes many forms,

from assigning harder texts or research questions for reports to developing and directing a cluster group of high-ability students with a teacher after class hours.

Students are guided to take up additional courses viz. NPTEL courses, MOOCs, certification, learn Tools like R Lab, MATLAB, Android OS, CAD/CAM. Also, the advanced learners are provided with On job training through Internships in Amazon, TCS, Wipro Ctrl S etc. Advanced learners are encouraged to participate in Special training programs which are offered at various colleges and portals. They are made to enhance their personality development, effective time management, presentation skills, together with problem-solving and analytical abilities by being a part of various interdepartmental, intercollegiate events, national and international seminars/conferences.

File Description	Documents
Link for additional Information	https://docs.google.com/document/d/1kdF7t_x1c7Qx6raqDOHqvidzR6_Wvj0c/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Upload any additional information	View File

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

Number of Students	Number of Teachers
4615	183

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

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

1. Experiential Learning:

1. It is used to get a broader understanding of courses such as Television Production, Digital Photography, Media Presentation Skills, Photo Journalism,

Documentaries, Short Films, and Digital Audio Production where students create these forms and learn through experience.

2. The laboratory method is mostly used in science programs like biotechnology, chemistry, agriculture, and food technology to provide a better learning experience through experiments using labs. The computer lab provides hands-on experience in subjects such as IT skills, accounting, programming languages such as C, C++, Java, Web Programming, and so on.
3. A Project is the best way to master a subject, and it is a part of the course curricula for both UG and PG. Through a mini or major project, the students not only get a deeper understanding of the subject but also gain hands-on practical experience.
4. RAWEP (Rural Agricultural Work Experience Programme) enables the students to understand the practical difficulties of farming and to gain knowledge from Krishi Vignan Kendras regarding new crop varieties and cultivation practices.
5. Students can participate in various cultivation techniques such as plot preparation, application of manures and fertilizers, seed sowing, inter-cultivation practices, harvesting of crops, and selling of the products through practical crop production. The institution also encourages students to participate in internships by providing them with lessons and the materials they require. RAWEP (Rural Agricultural Work Experience Program) gives students the opportunity to learn about the practical challenges of farming. It also makes students aware of the real-world issues that production units and organizations confront in the workplace.

Participative Learning:

1. Powerpoint presentations enable visual learning while assignments and seminars improve students' inquisitiveness to solve a given problem and come up with optimal solutions.
1. The Brainstorming method and classroom discussion are powerful tools that enable intensive student interaction and participation and strengthen the relationship between a teacher and a student.
1. Industrial visits encourage students to get an insight into

the internal working environments of manufacturing units and business organizations. It also sensitizes students to the practical challenges that production units and organizations face in the corporate world.

2. Practical courses (laboratories), including virtual labs (for example, IITB spoken tutorials), are required in the program. Technical expertise in the maintenance and repair of diverse laboratory equipment. Wherever possible, different learning methods such as problem-based, case-based, project-based, inquiry-based, computation-based, and co-operative (work- or community-based) are used.
3. Students also actively participate in and learn from a multitude of academic and co-curricular activities like sports, NSS, NCC, clubs, Student Council, interdepartmental competitions, intercollegiate events including debates, group discussions, role-plays, quizzes, Model United Nations (MUN), national seminars, international conferences, blood donation camps, old age home orphanage visits, etc., moulding themselves to be "men and women for others" with moral values, ethics, and social responsibility.
4. The students of Food Technology and Food Science and Nutrition are encouraged to make use of laboratory equipment, for making experiments and developing new products from the available regular raw materials along with marketing and sale of those products enabling them to Earn While they Learn. This program not only enhances the practical knowledge of students but also provides them with the chance to excel in academic scores.

Problem Solving Methodologies:

1. Giving assignments and quizzes at the end of instruction of each unit.
2. Case Study Analysis and Discussion.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://docs.google.com/document/d/1zVnKe1_o04-Q0Jpuijd04oa6OCfE9Mlr/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true

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

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. Therefore, teachers are combining technology with the traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute ICT Tools:

1. Projectors- 54 projectors are available in different classrooms/labs
 2. Desktops and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.
 3. Printers- They are installed at Labs, HOD Cabins and all prominent places.
 4. Photocopier machines - Multifunction printers are available at all prominent places in the institute. There are four photostat machines available on the campus.
 5. Scanners- Multifunction printers are available at all prominent places.
 6. Seminar Rooms- Three seminar halls are equipped with all digital facilities.
 7. Smart Board- Two smart boards are installed on the campus.
 8. Auditorium- It is digitally equipped with a mike, projector, cameras and computer system.
 9. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)
 10. HackerRank (Online Coding Platform)- inter-college competition.
 11. MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx etc)
 12. Digital Library resources (DEL NET, MY LOFT etc) Use of ICT By Faculty
- A. PowerPoint presentations—Using LCDs and projectors, teachers are encouraged to use PowerPoint presentations in their classes. They

can also prepare effective presentations with the use of a digital library, online search engines, and websites.

B. Industry Connect- A digitally equipped seminar and conference room provide guest lectures, expert discussions, and various competitions for students on a regular basis.

C. Online quiz- Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.

D. Video Conferencing- Students have been counselled with the help of Zoom / Google meet applications.

E. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

F. Online competitions- Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quizzes, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.

G. Workshops- Teachers use various ICT tools for conducting workshops on the latest methods such as SPSS, Programming languages, simulation.

H. The Lecture Capture system is an automated audio-video recording solution for classroom lectures which are later uploaded on YouTube. Students can access the video lectures at any time.

I. Using Google Forms for online examinations, we used objective tests and multiple-choice questionnaires for e-assessment.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://drive.google.com/file/d/18r5la401legELIaQGFGZsUMTH6Qdk1Qz/view?usp=sharing

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

183

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

183

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

31

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1318

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

1. Internal test components are weekly test, mid semester exam, pre-final exam, assignment, seminar/viva, attendance.
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 are displayed on 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 the Orientation programme at the beginning of the academic year and printed in the academic calendar/ handbook.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

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

1. A detailed timetable is prepared by the Examination branch along with a Centralized Seating and invigilation list as per the academic calendar. Each exam hall consists of 5-6 courses to avoid unfair means.
2. Question papers are set according to the syllabus by the concerned faculty. Any grievance can be resolved at the class level by the teacher.
3. The answer scripts are evaluated by the internal faculty and distributed to students for verification before posting in the ERP.

Any error in the entry is made by a faculty in ERP, can be represented to the controller of examinations by the faculty with the prior permission from the principal. It can be resolved at the intervention of the principal.

1. Students are informed about all the rules and regulations in advance, through Orientation program at the beginning of the academic year. In case a student is unhappy with the decision of the committee, can convene a meeting with the Examination branch.
2. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Outcome-based education (OBE) introduced by Loyola Academy, places a higher priority on outcome-based teaching-learning with a learner-centric approach to enable effective participation of students, improving global competitiveness, skill sets, and enhancing opportunities for students. At Loyola Academy, an outcome-oriented system is being implemented through a curriculum framework, upgrading academic resources continuously, improving the quality of

teaching, and the use of advanced technology to improve the teaching-learning processes. Consequently, outcomes are expressed in the form of knowledge, skills, and attitudes which define all the courses offered in the college. The faculty, students, parents, and other stakeholders are intimated about the programme outcomes, programme specific outcomes, and course outcomes in the following ways: 1. The details of each programme and course offered are stated in lucid and specific terms as printed information in the college prospectus, handbook, and the college website which is extremely user friendly. 2. Institutional orientation programme is organised for incoming students to provide information about the programme, the courses, and the methods of evaluation as well as the performance expectations before the semester begins. 3. For each course, faculty members communicate expectations, targets and desirable standards post the review of student work in addition to communicating goals and outcomes of every unit as a part.

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/2.6.1-2020-21.pdf
Upload COs for all courses (exemplars from Glossary)	View File

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

The process of attainment of COs, POs and PSOs starts with writing appropriate COs for each course of the program. Five-course outcomes are written by the respective faculty members using action verbs of learning levels suggested by Bloom. Since the college follows a uniform 5 unit structure for all courses offered, each course outcome corresponds to each unit of the syllabus. Then, a

correlation is established between COs and POs on the scale of H and S, H being highly supportive and S being moderately supportive. A mapping matrix is prepared in this regard for every course in the program. Attainment of COs: In Loyola Academy, the CO attainment levels are measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement conducted for each course in a semester. In each test, the percentage of students who achieve a set target (pass marks=40%) for the COs that are covered is computed. After the internal assessment and the external exams, the average of these percentages is computed to decide the attainment level. Thus, the average percentage of students attaining all the COs decides the CO attainment level.

Internal Assessment Components:

Weightage: 40%

Assessment Type:

Units and corresponding Cos covered:

1

Weekly Test (1 test conducted for each subject for one unit)

Anyone Unit/corresponding CO

2

Mid Semester Exam

Unit 1,2,3 / CO1,CO2, CO3

3

Pre-Final Exam

All Units/All COs

4

Assignment

As per the discretion of the teacher

5

Viva

As per the discretion of the teacher

External Assessment Component:

Weightage: 60%

Assessment Type:

Units and corresponding Cos covered:

1

EXTERNAL EXAM

All Units/ All COs

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

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

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

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

Pass Percentage

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

Attainment of Programme Outcomes

- The PO attainment is calculated by using the formula

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

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

Attainment of Programme Specific Outcomes

- The PSO attainment is calculated by using the formula
(Avg. of CO's of a PSO/ 3) X Final CO attainment for the subject
- Overall PSO Attainment Of The Course: Average of all PSO attainments

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://drive.google.com/drive/folders/1yLEx_Igyu7TEpjV0Mr5T8eYZbOqDdgXe?usp=sharing

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1480

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://drive.google.com/file/d/14nK2QZ2904bq8DrxkkV22lanRXwQbQIj/view?usp=sharing

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://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/2.7-SSS-2020-21.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

609423

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

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

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

0

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

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

20

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

34

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

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

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

17

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

3.3 - Extension Activities

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

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

- **Report On Covid-19 Activities:**Loyola Academy responded to the Covid-19 emergency during the second wave of the pandemic as it did during the first wave. The following are some of the relief works undertaken by the College:
- A video related to Covid -19 awareness was uploaded on YouTube on 15th October 2020 by the student council.<https://youtu.be/cvIeJgqTSpQ>
- **Distribution of Food Materials:** Food packets were distributed in two slums close to the College for 8 days (23rd to 30th,May). The two slums are Bhudevi Nagar (350 families) and Meenakshi Estates slum (200 families),About 550 families benefited from this relief work this relief.
- Snacks were distributed to 1150 police personnel at 95 check-posts across Hyderabad for 10 days during the lockdown (25thMay to3rdJune).
- The Police department was immensely grateful for this kind gesture from Loyola Academy.
- On 16th of June dry ration kits were distributed to ANM and ASHA workers working in Old Alwal Municipality. During distribution College Management acknowledged the selfless services being rendered by them as the frontline warriors during the pandemic.
- Dry ration kits were distributed to all the contingent staff and security personnel of Loyola Academy.
- Mrs. B. Sumathi IPS (DIG, WSW, CID, Telangana Police specially acknowledged the contribution of Loyola Academy and included the College in the list of organizations that came forward to help the poor and needy in the city during the pandemic.
- All the non-teaching and contingent staff and migrant laborers working in the campus were vaccinated through the arrangements made by the College.Link for the Proof of Vaccination Details: <https://drive.google.com/file/d/1NSZRZ3igxhnLQchP5qkyB9Td-rKY0sWG/view?usp=sharing>
- Mr.Prasad, Non-teaching staff who dedicated his valuable services to the Loyola Academy expired with covid-19.In view of this Management and Teaching staff donated Rs.25,000 for his family.
- The total amount spent by Loyola academy in carrying out various relief measures is Rs 10,00,000/-(Ten lakhs) Link for the Proof of Bills: https://drive.google.com/drive/folders/15Ceva569JNA18uiA_jA6RAEVKkQO_pSC?usp=sharing

File Description	Documents
Paste link for additional information	https://docs.google.com/document/d/1wGgfDCANRlT9rBjKojq2nTqgV0GDDDD2X/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Upload any additional information	View File

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

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

2

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

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

14

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

2004

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

172

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

9

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Loyola Academy was established in 1978 and has completed 41 glorious years. It is situated on 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 79 classrooms and 20 staffrooms spanning across all the blocks, inclusive of 3 seminar halls, 1 Board room and 1 conference room. Well-furnished NCC office is situated beside Indian Overseas Bank (IOB). IOB facilities are available for staff and students on the campus. The Computer Science block comprises the ICT centre, cyber world, Mathematics statistics and Computer Science Lab, MBA, MCA and Computer Science Lab. The PG block accommodates the PG, Alumni and ERP server offices. The ERP room is well equipped with Internet connectivity, AC, UPS and two computer servers. The Administration block houses the new electronics lab for microprocessor experiments, Principal, COE and Assistant controller office, in addition to the IQAC and NAAC offices, with well-furnished requisites. Office staff occupy this building, and it has intercom and internet facilities. UG/PG Labs: Labs provide an extensive platform for practical learning.

The labs are well furnished with commendable infrastructure.

LABORATORIES IN CAMPUS

1. Physical Chemistry Lab

24. Heat Transfer Lab

2. Organic Chemistry Lab I

25. Solar Processing technology Lab
3. Mass Communication Studio
26. Engineering/ IT Workshop
4. Organic Chemistry Lab II
27. Physical Chemistry Lab
5. MSC Food Technology Lab
28. Bakery Pilot Project
6. Food Analysis and Quality Control Lab
29. Entomology Lab
7. Food Processing and Dairy Technology Lab
30. Incubation Centre
8. Biochemistry Lab
31. Pathology Lab
9. E-Commerce Lab
32. Agronomy Lab
10. Multimedia Lab
33. Chemistry Lab
11. Physics Lab
34. Genetics Lab
12. Microbiology Lab
35. Electronics Lab I
13. Genetics Lab
36. Electronics Lab II

- 14. BioProcess Technology Lab
- 37. Degree Computer Lab I
- 15. Molecular Biology Lab
- 38. MCA Lab
- 16. Cell Culture Lab
- 39. MBA Lab
- 17. Biotechnology Lab
- 40. Mathematics Statistics Computer Science Lab
- 18. Research Lab
- 41. Degree Computer Lab II
- 19. Animation Lab I
- 42. Degree Computer Lab III
- 20. Animation Lab II
- 43. Data Science Lab
- 21. Fluid Mechanics Lab
- 44. Food Science & Nutrition Lab
- 22. Mechanical Unit Operations Lab
- 45. Food Science & Nutrition Lab (Kitchen)
- 23. Electrical Circuits and Machines Lab

The Loyola Hall is fully-fledged with air conditioners, a sound system and an LCD facility. There are 71 digital classrooms installed with LCD projectors, for ICT based teaching-learning process. In addition to that CCTV cameras with DVRs and UPS and required furniture have been installed in all the rooms spanning the campus. The library hosts a vast repertoire of books, journals, magazines, and an e-library centre with well-aided internet

connectivity. Good quality hygienic food is made available in the canteen, for both the students and the faculty members. Separate Parking sheds for both students and staff have been extended to make room for an increase in the number of users. A fire certificate has been obtained for all the blocks. Solar streetlights are well functional on the campus. All the blocks are well connected with tar roads. There are two hostels available on campus; for boys and girls respectively the eco-friendly campus with Green House, demonstration plots, plots for agro trials, lawns and well-shaded trees is environmentally sustainable.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/watch?v=3u5AiIx40vQ

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

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

The College Cultural, Fine Arts & Literary Fest - RESONANCE - was initiated in the year 1995 and has come a really long way since then. It is organized every year in the even semester to enable the students to exhibit their innate talents and help them in building a holistic personality. Most of the competitions are based on a theme, which generates a lot of interest and curiosity among the students. Resonance has always mirrored the hidden talents of scores of students and has given a platform to countless students to exhibit their organizational and managerial skills. Over the years,

Resonance has transformed itself into Hyderabad city's largest Intra-College Cultural, Literary & Fine Arts Fiesta. It caters to the psycho-social, creative and emotional needs of 3,000+ on-campus talents. Resonance comes as a whiff of fresh air after a rigorous academic assessment. It is an escape from the monotonous academic life and offers a recreational outlet for the students. A well-designed event schedule facilitates conducting Resonance incessantly. Even the budget planning is done well in advance and students are encouraged to get sponsors. Students are also motivated to put up their own stalls for nominal charges. The funds rose through the contribution of the students and all the other stakeholders are spent on the event. To organise the event smoothly 13 different committees are formed with Fr. Principal as the head of all the committees. Each committee comprises faculty and student council members. All the committees work in coordination.

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/watch?v=2s3VpamHKaA

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

71

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

71

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.youtube.com/watch?v=5qV7d-1YgbM
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

191,405,220

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

4.2 - Library as a Learning Resource

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

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 into the 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 save the time of the user and labour of the library. Various Modules Technical Processing (Cataloguing): Technical processing modules carry forward the work of the acquisition module. The books which are acquired and accessioned in the acquisition module are received by the Technical Processing module for cataloguing. If a library does not use the acquisition module can catalogue the book directly from this module. Moreover, New Gen Lib is compatible with the Z39.5 protocol for searching and importing bibliographic records that help to import the bibliographic records from other libraries. It saves a lot of time for the library in cataloguing. Cataloguing is done under the MARC 21 standards.

NewGenLib has already created some templates that have simplified the MARC highly. One can easily identify the template and based on the given field, cataloguing can be done. Fields of a template can be increased or reduced as per the requirement of a particular document. These pre-designed templates are for cataloguing books, journals, patents, non-book material, book chapters, journal articles, newspapers, etc. One can also attach a digital document to a bibliographical record that converts the OPAC to a digital library. This module facilitates searching the catalogue through the default search index and enables the administrator to create his/her own search index.

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.youtube.com/watch?v=LQdv1G4lNsg&t=58s

4.2.2 - The institution has subscription for the **A. Any 4 or more of the above**

following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1018514

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

33210

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution updates its IT infrastructure in every department to

facilitate the use of IT. Every department has a computer system, printer, internet connection and Wi-Fi for the office and staff. There are 12 computer labs in different departments. Every year new computers and printers are purchased for these labs and for the departments and staff too. Underground cable was laid with a dedicated bandwidth of 50 MBPS. This helps the faculty and students to use the internet facilities to acquire knowledge, reference material etc. ACT- Fibernet is supplying 50 MBPS network speed.

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-LEARNING 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

2019-20

744

93

837

50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

2020-21

837

9

846

50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

S.NO

PARTICULARS

AVAILABLE

1

DESKTOP COMPUTERS

1014

2

SERVERS

9

3

PRINTERS

4

ROUTERS

8

5

PROJECTORS

71

6

CCTV CAMERAS

305+

LIST OF SOFTWARE

S.NO

PARTICULARS

1

Windows 10,11

2

Windows 7

3

Windows Server 2008

4

Redhat Linux Enterprise-6

5

Redhat Linux Enterprise-5

6

Ubuntu Linux (open source)

LIST OF APPLICATION SOFTWARE

S.NO

PARTICULARS

1

Microsoft Office 2016/365

2

C, C++ Data Structure(Dos Based)

3

Oracle 10g express Edition

4

Xampp 7.3.1

5

Python

6

R Studio 1.0.143

7

Rational Rose-98

8

Tomcat 7.0

9

JDK 6.0, 7.0

10

Net Beans

11

Star XML

12

BDK

13

Eclipse

14

Notepad ++

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.youtube.com/watch?v=79xlrJmH5mM

4.3.2 - Number of Computers

1014

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

157,925,216

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

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

The planning and Evaluation committee of Loyola Academy, under the guidance of the Rev Fr Rector of 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 gardeners.
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 the library.
12. Monitoring annual maintenance of necessary items.

Specific procedures are followed for the utilization of resources:

1. the seminar halls can be booked and utilized by any faculty after permission from the

principal,

2. labs are utilized regularly according to the lab timetables maintained by each department.

Each lab has an attendee and a technician to look after its proper functioning

3. sports complex is managed and utilized by the physical education director for intra-college

and inter-college events.

4. Each department is responsible for the maintenance of its departmental infrastructure

including classrooms, labs, ICT tools etc. In case of repairs, an indent specifying the

problem has to be submitted to the principal by the HOD, whereby necessary steps are

taken thereafter.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/4.4.2.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

145

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

750

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/5.1.3.%20Capability-2020-21F.pdf
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

869

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

869

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

476

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

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

297

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

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations)

examinations) during the year

19

File Description	Documents
Upload supporting data for the same	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/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

7

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Loyola Academy has been an advocate of holistic learning with the aim of nourishing the natural talent and interests of its students. The student council (UG & PG) of the college plays a major role in connecting the students with the management. The members of the council effectively execute the resolutions taken by the college management for the overall development of the students.

The student council plays a pivotal role in executing the vision and mission of the college through their activities which include the maintenance of a green and clean environment- Harithaharam,

fundraisers for social causes, cultural activities. They are forerunners in conducting educational events like convocation day, college day, national science day etc. To name a few the cultural secretaries are into the cultural activities in the college events, literary secretaries are the master of ceremonies for most of the events. The documentation heads prepare reports on every event in the college. The media heads act as a link between the college and the various media organizations. The official photographers form an important part of the council in covering each and every event.

The dynamic student council of Loyola initiated student clubs in 2014 to inculcate oneness among the students. Since then they have been growing, leading, participating and organizing events as a part of these clubs to promote inclusivity, improve student confidence and most importantly celebrate passion. Every year, incoming students are encouraged by the student council and the club secretaries to look within and find their reflection in the form of these various clubs. During 20-21, all the 12 clubs have come together and conducted Clubistaan 2021, or 'Clubs day', which marks the end of club events for an academic year. This year, Clubistaan went online but with the same rigour and fun!! All the clubs traditionally come together to participate in exciting competitions where winners are felicitated in the valedictory. This year valedictory was hosted on Instagram Live and prizes were declared. All in all, 2020-21 saw the beginning of great club activities and ended in celebration.

The student council members are also a part of the various committees and governing bodies of the college like the academic council and are free to state their views and suggestions to improvise the curriculum. They are also part of the discipline committee, the women empowerment cell etc. They make sure that the opinion of the students is taken into consideration by such important bodies and committees. The following is the list of student representation in various committees

S.No

Name of the committee

Role in student council

1.

Academic Council, IQAC, planning & evaluation committee, convocation

committee, SWAYAM / MOOCS / online E-certificates committee, interfaith forum, students welfare & extracurricular activities committee, grievance redressal cell, anti-ragging committee, college magazine committee

Head boy and Head girl

1.

Academic audit cell, calendar & handbook committee

Literary secretary

1.

PLANET, counselling cell, attendance committee

Event coordinator

1.

Incubation cell, skill enhancement committee

Club secretary

1.

Library committee, digital boards / t.v. / hoardings committee, documentation committee

Documentation head

1.

Placement cell, alumni association

Placement coordinator in

1.

Campus ministry committee, national green corps

Hospitality head

1.

Women empowerment cell

Media Relations Head

1.

Sports & games committee

Sports Secretary

1.

Events & cultural activities committee, swatch Bharath mission/hygiene & cleanliness committee

Cultural Secretary

1.

Discipline committee

Discipline Head

1.

Sexual harassment prevention cell, minorities welfare committee

Fine Arts Secretary

1.

Website updation committee

Creative Head,

1.

Photography and videography committee

Photographers

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

13

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Loyola Academy Alumni Association is a statutory body in the college that is registered under the Telangana Societies Registration Act, 2001. The association organizes Alumni/ae meet every second Saturday of November. The objective of this association is to keep a track of all the alumni of the college and their pertinent data while fostering and promoting close relations among the alumni themselves. It provides a forum for the Alumni to exchange ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities for the Alumni. It also inculcates the spirit of volunteering and cooperation amongst the Alumni. Since Loyola Academy is a 35 years old institution with an approx. the number of 1,200 graduates annually, students get the benefit of being a part

of an exceptionally large and powerful alumni network. It operates through a network of national and international chapters. Loyola Academy is also associated with the Federation of Jesuit Alumni Association (JAA), which is an association of all alumni associations of Jesuit Academic Institutions in India. JAA is a forum for networking amongst Jesuit Alumni across India to play a role in shaping public policies in favour of secularism, poverty alleviation, women empowerment, upliftment of the marginalized, safeguarding human rights, preservation of the environment and spreading literacy. The Correspondent of Loyola Academy usually serves as the director of LAAA. Loyola's alumni straddle all spheres of activity - management, government, journalism, arts, sports, academics - and form a remarkably influential network.

Alumni Contributions towards the College:

1. **Personality Development Program:** The Alumni of the college in collaboration with their place of work organize personality development programmes.
2. **Career Advising:** They are well placed and take the opportunity to advise and support the students and offer valuable feedback on the curriculum.
3. **Academic advising:** Alumni are invited as resource persons for various academic seminars.
4. **Industry-Institute Interaction:** With support from the workplace, they organize industrial visits and interactive sessions.
5. **Placement Assistance:** They provide internships and job opportunities for deserving candidates.
6. **Project Assistance for Final-year Students:** The Alumni serves as guides and mentors for the final years during their thesis work.
7. **Arranging Seminars, Guest Lectures and Workshops for Students:** They are instrumental in organizing various academic activities in collaboration with their respective departments.
8. **Alumni Serving as Faculty Members:** The institution helps the Alumni by providing employment opportunities as faculty members.
9. **Monetary Contributions for Developmental Initiatives:** The Alumni, as a token of gratitude contribute monetarily to the development of the institute.

10. As Jury Members and Panelists of Cultural, Literary and Fine Arts Events: The Alumni are honoured as panellists and judges for various events in the college based on their talent and aptitude.

Plans to host departmental alumni meetings are underway.

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) **D. 1 Lakhs - 3Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of Jesuit education is to impart higher education with the integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership

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

Philosophy of 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

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 (viz., NCC, NSS, Placement, Sports, Interfaith, clubs, Equal

opportunity, research, grievance redressal, women empowerment) Heads of the departments and class teachers. While the Internal Quality assurance cell, Examination branch, and various statutory and Non-statutory Committees function at the Institute level on the principle of a collective decision-making process, the Deans, and coordinators, along with the HODs, are empowered to deal with academic matters at their levels. Each Department has faculty structured on their qualifications and years of experience.

The Governing Body, as the highest Executive Body, plays a pivotal role in laying down policies, both academic and governance. Academic Council: The Academic Council deliberates on matters of academic nature and steers the Institute to maintain academic standards of excellence. The Council ratifies the minutes of the board of studies of the academic programmes of all departments and provides directions for future academic growth and development

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/mission-vission/
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

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

It has a governing body, Academic council, board of studies, committees and cells which are categorized as statutory nonstationary bodies. The roles and responsibilities of each unit and the structure of such organizational units are defined at the time of formation. The members of various organizational units are nominated from different disciplines based on their individual interests, preferences, and competencies observed by the management. 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 organizational unit remains final and binding.

A case study: To ensure the realization of the vision and mission of

the LA the design and development process of the curriculum is initiated with need analysis that takes into consideration the stated customer needs, implied needs, overall goals of the college and statutory requirements of bodies like BOS, Academic council UGC MHRD, etc.

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. Dean Academics provides a general framework of curriculum for each of the programmes. She considers the recommendations of the statutory bodies, student workload, all-around development and competitiveness of the students, active learning methods, global, regional, and local needs, evaluation patterns etc. The BOS deliberates the same and forwards it to the Dean Academics for further action. Ratified minutes of the academic council will be presented to the governing body which is the final decision-making authority to implement the course.

Participative management

There are 42 non-statutory committees working hand in hand in identifying possibilities, planning, organizing, implementing, and monitoring all the activities of the institution.

The decentralized mechanism exists even at the department levels. Well-structured committees like the Board of Studies take department-level Decisions. HODs are invited to the Academic council meeting, governing council members and management interact to develop a road map for the development of the departments and the institution.

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/governance/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

In order to augment job and skill-oriented courses and meet the demand of industries and satisfy the demand for admissions the following strategy was deployed according to the ratified minutes of a governing body that is in tune with our mission

1. All the proposed changes in the syllabus, which were approved at the BOS meeting. Academic Council meetings, Governing Body meetings were implemented from the Academic year 2020-2021 onwards.
2. Ceiling strength for all science programs is 50, Commerce, BBA, and Arts is 60, followed from the academic year 2020-2021 onwards.
3. Rs 83,61,560/- (Eighty-Three Lakhs, Sixty One Thousand, Five Hundred and Sixty) was disbursed as scholarships.
4. Two new courses at the UG level (with six semesters) were started from the academic year 2020-2021. 1. B.Sc. (Computer Science & Cognitive Systems) 2. B.Com. (Business Analytics) 3. Two new courses at the PG level (with four semesters) were started in the academic year 2020-to 2021. 1. M.Sc. (Data Science) 2. M.Sc. (Food Science & Nutrition)
- 5 All policy documents and service rules were approved.
- 6 The process of getting affiliation for B.Sc. (Hons) in Agricultural Science & Rural Development, from ICAR has been initiated.
7. Five new classrooms on the first floor of Administrative Block are ready for use.
8. New designations Associate Professor / Assistant Professor are categorized for teaching staff.
9. Construction of new buildings for strengthening the infrastructure had started.
10. 32 research papers were published
11. 19 Memorandum of Understandings were signed.
12. 60 licenses already bought for SPSS for academic gradation

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/StrategicPlanF.pdf
Upload any additional information	No File Uploaded

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

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

1. 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. The main responsibilities of a Provincial are-

2. Vice Chairman, Governing Body/Superior:

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

1. Correspondent:

Rev. Fr. Gnanadevan 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.

1. Principal:

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

Service Rules:

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

Procedures:

Loyola Academy practices procedures for the following areas of administration:

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

Recruitment:

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, viz., Part-Time Employee, Substitute, Casual Employee, Contract Employee, Temporary Employee, and Permanent Employee.

Promotional Policy:

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

Grievance Redressal Mechanism:

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

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2019/06/7_1_12_code_conduct-1.pdf
Link to Organogram of the Institution webpage	https://www.loyolaacademyugpg.ac.in/about-us/loyolas-organogram/
Upload any additional information	View File

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

For teaching staff

- Loyola academy staff welfare association (LASWA). Group personal accident Insurance
- EPF
- Gratuity
- Group accident Insurance
- Study, Maternity and Medical leaves are sanctioned for the required staff.

For Non-teaching staff

Group personal accident Insurance

- EPF and ESI
- Gratuity
- Medical facility with a qualified doctor.
- Maternity and Medical leaves are sanctioned for the required staff

For students:

- Group personal accident Insurance
- Poor and Merit scholarships
- Medical facility with a qualified doctor

File Description	Documents
Paste link for additional information	http://laswa.in/index.php
Upload any additional information	View File

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

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

14

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 programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

19

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

301

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

- The Institution has a formal "Annual Performance Appraisal" for both Teaching and is conducted every year. The faculties are required to submit the filled-in pro forma of self-appraisal.
- The consolidated reports are analyzed, reviewed and appropriate actions are taken. This system helps the staff in

setting up new goals and self-assessed their strengths and weaknesses.

- Based on the Annual appraisal the teaching and non-teaching staff is given increments and this becomes one of the parameters in giving promotions in their respective cadre.
- Based on filled in pro forma faculty are also suggested methods of improvement.
- Non-teaching staff are also assessed based on their work achievements, qualification enhancement and adaptability to technological changes.

Mechanism of Performance Appraisal at Loyola for Teaching Staff:

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

The staff evaluation report considers the following aspects-

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

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

All the teachers are placed in higher grades because of such an efficient mechanism.

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

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Financial planning ensures consistency of goals, aligning the growth objectives of the institute with its financial requirements. It also supports the strategic growth of the organization. To begin with, the institute plans and accumulates the right amount of funds by gathering the inputs and requirements from its associated departments. Financial Planning is exercised well in advance for the organization and efficient budgeting & controlled mechanism is done by involving the various academic departments and administrative sections of the institute. Financial planning and review are done in periodic intervals through a statutory - Finance Committee headed by the Correspondent, the Principal and the Treasurer, as members in coordination with different departments and committees of the college. The Finance Committee meets twice a year and reviews the income-expenditure statements and suggests a further action plan. The management, through the Governing Body, looks into income and expenditure patterns and pragmatic recommendations are given. A well-structured financial section is implemented and every financial transaction is recorded through software (ERP). The financial rules are in place in the Institute and the "No-Cash" Transaction System is followed. Fee Payment is done only through the online mode, by

direct payment into Bank through Challan. A flexible financial system allows spending more than the allocated budget needs be, Optimal utilization and execution of the budget is monitored through internal and external auditing. An internal audit is conducted on a quarterly basis and the statutory external audit is conducted periodically by chartered accountants. All government scholarships and funds received from the government as grants are audited separately by the Auditor appointed by the government and is filed in the income tax annually. Audited financial statements are made public and submitted to the statutory and regulatory bodies. An effective financial management system is in place and is helping the institution in overall growth. The annual financial audit was conducted for the academic year 2020-21.

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

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

77358960

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of Funds: The major source of revenue for the college is the annual fee collected from students which include the general fee, special fee, and miscellaneous fee. The other sources of revenue include salaries for aided staff from the state government, the interest generated from the fixed deposits and savings bank accounts, placement and sale of scrap. The fee is collected as per

the guidelines fixed by the Loyola Academy society. The fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute. The interest earned on these fixed deposits is also being utilized for the needs of the institution. Institution encourages Mobilization of funds through sponsored projects from UGC.

Strategies for optimal utilization of financial resources:

The finances collected are utilized for the purpose of academic growth, administrative requirements, repair and maintenance, extracurricular activities, designated expenditure, fixed assets, New proposals, Land, Gratuity fund, FDs, cash at hand, bank and advances. During the budget preparation in the institution, all the academic heads are requested to provide the annual budget requirements keeping in view of development and the updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software, etc. The same is placed before the Finance committee and the committee in turn deliberates and makes necessary changes for a proper balance of receipts and expenditure. The same is then submitted to the Governing body for approval. The Governing body further approves the budget and forwards it to the Executive Committee of the management for perusal. The institution keeps track of the budget. In any unforeseen circumstances, a non-budgeted amount is considered and allotted depending on the merit of the case. The funds received under CPE (Do No.21-50/2014 (PE)) grants were utilized for Academic linkages, books and journals, chemical technology, enrichment of teachers, equipment, extension work, healthy practices, industry linkage, infrastructural improvement, lab consumables, language lab, library automation, maintenance of equipment, office automation, science equipment and science research, up-gradation of classrooms and seminar halls.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

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

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

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

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, criteria wise, and gives the grades accordingly.

1. QUALITY ENHANCEMENT STRATEGY FOR ACADEMIC EXCELLENCE

GOAL:

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

Context:

Loyola Academy is an Autonomous college, and under the autonomous status every department can upgrade 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 to students in academic seminars which are organized by the

departments.

The Practice:

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

Evidence of success:

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

Problems encountered and Resources required:

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

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/igac/
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

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

The IQAC supervises and conducts the following activities-

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

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

OUTCOMES

1. Revising the curriculum according to the needs of the present day.
2. Alumni feedback has helped in the refinement of the curriculum.
3. Inclusion of value-added courses, training programs led to better placements.
4. The Institute has been recognized as College with Potential for Excellence by UGC

The following are two of many IQAC setups to enable better teaching and learning-

Semester Wise Academic Audit:

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

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
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/iqac/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/College Annual Report 2020 21.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Gender equity is used to identify people, not to discriminate against them. According to the admissions policy, all applicants will be given an equal chance. Student council, Class representatives, NCC and NSS comprises a fairly 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-defence training sessions.

File Description	Documents
Annual gender sensitization action plan	https://docs.google.com/document/d/1eovlGLliUJgpAjBsYNV1kFWSMOYW1X7q/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1vnbReEGopwIGHGNU3U9gYtYG4up0kWsP/view?usp=sharing

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

A. 4 or All of the above

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

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Triple case dustbins are used for the collection of wet, dry and plastic debris. Solid waste is collected and assembled at the segregation house. Paper waste is recycled by contacting ITC-Waste Management and Recycling Unit. Two types of compost pits are designed - 10 Vermicomposting and 3 general composting.

Microbial cultures from the lab are autoclaved and discarded. Students of M.Sc Biotechnology completed an Online Certificate Course on solid waste management from GHMC.

Distillation units are used in chemistry labs to recycle organic solvents. The campus has a reverse osmosis plant that meets the drinking water needs of everyone on campus. The rejected water is used for gardening and washing.

Electronic equipment is repaired and reused until they are declared

scrap. Electronic circuit design is developed using simulation software and tested before being implemented in a real hardware circuit to reduce component wear and tear and burnout. Computer Science Faculty instruct students using the damaged PCs. Batteries for UPS systems are recharged and serviced. E-Waste that needs to be disposed of is delivered to certified vendors at a central location. The central store maintains a buy-back scheme for computer parts. We also contribute old computers to our sister concern schools.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://drive.google.com/file/d/1dxDSxhmj6QO0nY_OkehDirUJkVBfJN1e/view?usp=sharing
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
Geo tagged 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 with trees and plants

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following
1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

B. Any 3 of the above

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

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the 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 socioeconomic and other diversities (within 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 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 recognised 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 a bank, canteen, medical cell and stationary. 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
Any other relevant information	View File

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

Loyola Academy conducts student orientation program for both UG & PG students at the beginning of the academic year to brief 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 PLANET programme is to inculcate the spirit of Social responsibility in students. They are exposed to social realities of poor that develops an attitude of concern for the neglected section of society.

Students actively participate in national schemes and programs such as Fit India, Swatch Bharat Abhiyan, Swachhta Pakwada, Haritha Haram etc 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 instills rights, values, responsibilities and duties in them.

Loyola academy contribute to corporate social responsibility. NCC & NSS contribute to society through their awareness campaigns. Open interaction on 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 is highlight event..

Publication of manuscripts and books is done in ethical manner.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to 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 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 **A. All of the above**

4. Annual awareness programmes on 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 programs 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. Due the pandemic Covid 19, only some events could be celebrated and most of them were online.

Loyola academy commemorates these occasions by celebrating National festivals like Republic day and Gandhi Jayanthi to commemorate the milestones of India's history. It is an occasion celebrated irrespective of the diverse culture.

Each festival has essence and flavor of its own. Religious festivals like Christmas and Ganesh Chaturthi were celebrated. Christmas was

celebrated both online (Noel esprit) and offline. Carol singing and photography competition was also organised. Eco-friendly Ganesh Chaturthi was celebrated with a beautiful mud and clay idol of Lord Ganesha made by the College Students.

National days like World Health day, Matyr's day, World Environment day, Teacher's day, Vilay Diwas, Kisan Diwas are also celebrated to learn the significance of each day and instill values amongst students.

International days like Women's day, Yoga day, Music day, Volunteer day, Day to eliminate violence against women are celebrated to promote, through awareness and action, the objectives of the days.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

BEST PRACTICE - 1

Title of the Practice:

Promoting Job Oriented, Skill based and Employability Viable Courses.

Objectives of the Practice:

- To produce work-ready graduates with employability skills to make an immediate

contribution in the workplace.

- To design a dynamic curriculum thatinsists on practical knowledge.

The Context:

Loyola Academy, under the aegis of Osmania University, has introduced job-oriented, skill-based and employability viable courses to equip the students with employable skills and competencies required as per the global needs.

The Practice:

A feasibility study is carried out by the management and four new courses (B.Sc. Computer Science & Cognitive Systems and B.Com. Business Analytics and M.Sc. Data Science and M.Sc. Food Science & Nutrition) are introduced in the academic council. Subject experts grant permission to start the course. Emphasis is laid on academia-industry connect.

Evidence of Success:

Loyola Academy is known for its successful placement. Some students proceed further to higher education, mastering the subject and some turn into entrepreneurs and set up their own firms.

Problems Encountered and Resources Required:

1. Courses are expensive.
2. Faculties trained in those subjects demand high salaries.

BEST PRACTICE - 2

Title of the Practice:

Management Scholarships to economically disadvantaged, meritorious and extraordinary Students.

Objectives of the Practice:

The management of Loyola Academy aims to encourage deserving students and ensures that no student should be deprived of education due to want of resources.

The Context:

The following two challenges were to be discussed before implementing the scheme,

1. Eligibility Criteria for the selection of the needy and deserving students.
2. Budget allocated to disburse scholarships.

The Practice:

Eligibility requirement to win a Scholarship is based on academic track record and annual family income must not exceed Rs.1,00,000/-p.a.

They have to submit the application form along with the proof of the income certificate to the concerned Block In-charges. A committee scrutinizes the applications and decides the amount to be given to students.

Evidence of Success:

1. An amount of Rs.81,25,090 was remitted as Management Scholarships this year.
2. The enlistment ratio of students has increased in the past years.
3. Drop out ratio has reduced among students in the college.
4. Students are motivated and socially responsible.

Problems Encountered and Resources Required:

The college is not able to reimburse the total amount of fee to the students due to the limited amount of funds and more number of economically deprived students.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

INSTITUTIONAL DISTINCTIVENESS

Title: 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.

College conducts environmental audit. There are about 2800 fully grown trees (10 years or more), 1200 half-grown trees (below 10 years), 722 bushes, 1000 young trees and plants (below five years). Manure is derived from vermicomposting pits which is used in organic farming.

Borewell recharge pits, Rain water 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 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 street lights are used along the roadside on campus.

Green corps cell in association with NCC conducts 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 in the campus as it hinders the survival of Sparrows and various migratory birds.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Loyola Academy has emphasized on enabling students in professional, entrepreneurial and life skills. The courses offered by Loyola Academy have been geared towards addressing local, national and global needs. The IT boom in Hyderabad creates a huge demand for courses on information technology, computer science, computer application, engineering, artificial intelligence and data science. Certain courses like Mass Communication, Multimedia and Animation, Psychology, Literature and Journalism also cater to exceptional, talented students with a niche for creativity and humanities. Hyderabad is a hub of several pharmaceutical companies and hospitals offering world-class healthcare opportunities creating a sustained demand for Biotechnology and Chemical Technology graduates. Loyola Academy offers Biotechnology, Business Administration Food Technology and Food Science and Nutrition as both undergraduate and postgraduate courses to address the needs of the local students. The emergence of innovation procedures in sectors like agriculture and cottage industries allows students to apply for job opportunities in rural development industries both in the government and private sectors at the local and national levels. The college has been successfully running the department of Agriculture Science and Rural Development. The curriculum is designed and developed by the Board of Studies (BOS) of the concerned department and finally approved by the Academic Council. Every BOS and Academic Council has representatives from academia, industry, alumni and the other stakeholders of the college. The college also considers good practice in initiating a range of programme options that are relevant to local needs and in tune with the emerging national and global trends. The college adopted 'Choice Based Credit System (CBCS)' in the year 2016, to hone their career skills for securing prospective employment. In today's complex and competitive academic environment in higher education, professional approaches and best practices like CBCS can act as catalysts for quality improvements in the system as a whole. The courses leading to more employability, entrepreneurship and skill development are continuously strengthened by updating the syllabi in accordance with the needs of the industry. Emphasis is laid on the holistic development of a student which includes

employability, skill development and environmental governance. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. Keeping in mind the mission of the college to form 'men and women for others, the programmes offered, aim for outcomes that mould the students into global citizens. Introduction of papers such as Big Data Analytics, Protected Cultivation, Biostatistics, Supply chain management, Public Relation etc. combines the global trends in the curriculum component of the college. VAT (Value Added Tax) paper is included in all the B.Com courses to keep them abreast with the current changes in the markets. In addition to the above, the introduction of the Physics paper in Chemical Technology opened more avenues for the students. Java and Python programmes offered by Computer Science Department increased the chances of employment for the students. The syllabus integrates various elements to give students a global business perspective through a unique pedagogy of learning and interaction among peers and often industry expert.

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

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The college has adopted the system of valuation based on both the continuous internal Assessment (C.I.A) and semester End examination SEE with a ratio of 40:60. CIA consists of weekly tests, Assignments, seminars/viva, mid examination and prefinal examination as part of the theory. All the components will be held as per the almanac.

The college prepares an academic calendar before the beginning of each academic year that contains the date of commencement of the semester, last working day of the semester, date-day orders, dates of internal examination, academic and cultural activities, last dates for submitting marks and the dates for semester-end examinations. The calendar is followed strictly by the UG and PG programs including the conduct of Continuous Internal Evaluation (CIE). Subsequently, every department also prepares its own almanac of activities.

The Institute almanac includes details like the total number of working days and leaves, CIA dates, dates for the Institute's programs. The department timetable comprises guest lectures, industrial visits, seminars, other co-curricular and extra-curricular activities. The academic calendar helps faculty members to plan their courses and activities for the semester in advance and to deliver them more effectively.

Department head supervises the completion of the syllabus periodically for each faculty member and subject. Faculty members adhere to the syllabus content for each subject, closely following the number of hours assigned. Continuous internal evaluation (CIE) consists of internal tests (midsemester and weekly), assignments, projects, quizzes, and vivas. There's a well-defined process for the conduct of CIE as per the timetable of events. Protocols of revised Bloom's Taxonomy are used to prepare Internal assessment question papers under the supervision of the department head.

The internal assessment tests schedule prepared by the examination branch is published to stakeholders and conducted as per the schedule.

After the Internal Assessment tests, evaluation of answer scripts is carried out within a week's time to stay on the schedule. Continuous evaluation and assessments are also done for laboratory courses, projects, and internships. Conduction of laboratory trials and viva, Submission of records are the major factors of laboratory course evaluation. As per the laboratory rubrics, the internal test is conducted at the end of the semester. The Principal and the Dean of Academic Affairs, through the academic council meetings, constantly review the semester's progress and provide suitable suggestions whenever necessary. In the case of modification of academic timetable by the university, the institute incorporates the necessary changes consequently.

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating

A. All of the above

University and/are represented on the following academic bodies during the year.
 Academic council/BoS of Affiliating University
 Setting of question papers for UG/PG programs
 Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
 Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

30

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

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

48

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

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

479

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

106

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

1.3 - Curriculum Enrichment

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

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

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

The objectives for value education are as follows:

i) Full development of student's personality in its physical, mental, emotional and spiritual aspects. ii) Inculcation of good manners and of responsible and cooperative citizenship.

1. Environmental Studies and Gender Sensitization:

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

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

1. To understand the importance of ecological balance for sustainable development

2. To understand the impacts of mitigation measures on Indian Heritage and Culture:

A compulsory course on Indian Heritage and culture has been incorporated into the first-year curriculum of all disciplines. India's history and culture is dynamic, spanning back to the beginning of human civilization. It begins with a primitive culture along the Indus River and in farming communities across the southern lands of India. The history of India bears the

testimony of a rich heritage of integration of diverse cultures of the world. The course covers topics like the impact of geography on Indian culture, the history of medieval India, influence of Islam on Indian culture, Indian religion and impact of the issues related to women, children and youth. The purpose of the course is to equip the students with the social and community problems of India.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

939

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

1529

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

1.4 - Feedback System

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

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
---	---

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/02/ActionTaken2020-21.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile
2.1.1 - Enrolment Number Number of students admitted during the year
2.1.1.1 - Number of sanctioned seats during the year

1743

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

822

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 the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Slow learners: A structured Mentor and Mentee Programme is in place. Every student is provided with a faculty mentor and the scheduled interactions are recorded in a well-designed mentoring book. During the interaction, the SWOC (Strengths Weakness, Opportunities, Challenges) analysis is recorded. Based on the interactions, SWOC and regular performance, students' abilities are identified and necessary counselling, training are provided to cater for the needs of slow and advanced learners. Subject experts and class teachers through classroom interaction and counselling identify the strengths and weaknesses of individuals and set up target goals for the students to achieve. In addition, the HODs with the help of Mentors identify students who are slow learners and have backlogs and assist them in achieving the required goals. To help with the slow learners' the respective subjects in charge conducts remedial classes. Students in remedial classes may be taught using activity-based learning and other remedial teaching methodologies

Catering for the needs of advanced Learners. Advanced learners

are benefitted from accelerated learning. Acceleration takes many forms, from assigning harder texts or research questions for reports to developing and directing a cluster group of high-ability students with a teacher after class hours.

Students are guided to take up additional courses viz. NPTEL courses, MOOCs, certification, learn Tools like R Lab, MATLAB, Android OS, CAD/CAM. Also, the advanced learners are provided with On job training through Internships in Amazon, TCS, Wipro Ctrl S etc. Advanced learners are encouraged to participate in Special training programs which are offered at various colleges and portals. They are made to enhance their personality development, effective time management, presentation skills, together with problem-solving and analytical abilities by being a part of various interdepartmental, intercollegiate events, national and international seminars/conferences.

File Description	Documents
Link for additional Information	https://docs.google.com/document/d/1kdF7t_x1c7Qx6raqDQHqvidzR6_WvjOc/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Upload any additional information	View File

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

Number of Students	Number of Teachers
4615	183

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

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

1. Experiential Learning:

1. It is used to get a broader understanding of courses

such as Television Production, Digital Photography, Media Presentation Skills, Photo Journalism, Documentaries, Short Films, and Digital Audio Production where students create these forms and learn through experience.

2. The laboratory method is mostly used in science programs like biotechnology, chemistry, agriculture, and food technology to provide a better learning experience through experiments using labs. The computer lab provides hands-on experience in subjects such as IT skills, accounting, programming languages such as C, C++, Java, Web Programming, and so on.
3. A Project is the best way to master a subject, and it is a part of the course curricula for both UG and PG. Through a mini or major project, the students not only get a deeper understanding of the subject but also gain hands-on practical experience.
4. RAWEP (Rural Agricultural Work Experience Programme) enables the students to understand the practical difficulties of farming and to gain knowledge from Krishi Vignan Kendras regarding new crop varieties and cultivation practices.
5. Students can participate in various cultivation techniques such as plot preparation, application of manures and fertilizers, seed sowing, inter-cultivation practices, harvesting of crops, and selling of the products through practical crop production. The institution also encourages students to participate in internships by providing them with lessons and the materials they require. RAWEP (Rural Agricultural Work Experience Program) gives students the opportunity to learn about the practical challenges of farming. It also makes students aware of the real-world issues that production units and organizations confront in the workplace.

Participative Learning:

1. Powerpoint presentations enable visual learning while assignments and seminars improve students' inquisitiveness to solve a given problem and come up with optimal solutions.
1. The Brainstorming method and classroom discussion are powerful tools that enable intensive student interaction and participation and strengthen the relationship between a

teacher and a student.

1. Industrial visits encourage students to get an insight into the internal working environments of manufacturing units and business organizations. It also sensitizes students to the practical challenges that production units and organizations face in the corporate world.
2. Practical courses (laboratories), including virtual labs (for example, IITB spoken tutorials), are required in the program. Technical expertise in the maintenance and repair of diverse laboratory equipment. Wherever possible, different learning methods such as problem-based, case-based, project-based, inquiry-based, computation-based, and co-operative (work- or community-based) are used.
3. Students also actively participate in and learn from a multitude of academic and co-curricular activities like sports, NSS, NCC, clubs, Student Council, interdepartmental competitions, intercollegiate events including debates, group discussions, role-plays, quizzes, Model United Nations (MUN), national seminars, international conferences, blood donation camps, old age home orphanage visits, etc., moulding themselves to be "men and women for others" with moral values, ethics, and social responsibility.
4. The students of Food Technology and Food Science and Nutrition are encouraged to make use of laboratory equipment, for making experiments and developing new products from the available regular raw materials along with marketing and sale of those products enabling them to Earn While they Learn. This program not only enhances the practical knowledge of students but also provides them with the chance to excel in academic scores.

Problem Solving Methodologies:

1. Giving assignments and quizzes at the end of instruction of each unit.
2. Case Study Analysis and Discussion.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://docs.google.com/document/d/1zVnKe1_o04-Q0Jpuijd04oa6OCfE9Mlr/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true

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

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. Therefore, teachers are combining technology with the traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute ICT Tools:

1. Projectors- 54 projectors are available in different classrooms/labs

2. Desktops and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.

3. Printers- They are installed at Labs, HOD Cabins and all prominent places.

4. Photocopier machines - Multifunction printers are available at all prominent places in the institute. There are four photostat machines available on the campus.

5. Scanners- Multifunction printers are available at all prominent places.

6. Seminar Rooms- Three seminar halls are equipped with all digital facilities.

7. Smart Board- Two smart boards are installed on the campus.

8. Auditorium- It is digitally equipped with a mike, projector, cameras and computer system.

9. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)

10. HackerRank (Online Coding Platform)- inter-college competition.

11. MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx etc)

12. Digital Library resources (DEL NET, MY LOFT etc) Use of ICT By Faculty

A. PowerPoint presentations—Using LCDs and projectors, teachers are encouraged to use PowerPoint presentations in their classes. They can also prepare effective presentations with the use of a digital library, online search engines, and websites.

B. Industry Connect- A digitally equipped seminar and conference room provide guest lectures, expert discussions, and various competitions for students on a regular basis.

C. Online quiz- Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.

D. Video Conferencing- Students have been counselled with the help of Zoom / Google meet applications.

E. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

F. Online competitions- Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quizzes, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.

G. Workshops- Teachers use various ICT tools for conducting workshops on the latest methods such as SPSS, Programming languages, simulation.

H. The Lecture Capture system is an automated audio-video recording solution for classroom lectures which are later uploaded on YouTube. Students can access the video lectures at any time.

I. Using Google Forms for online examinations, we used objective tests and multiple-choice questionnaires for e-assessment.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://drive.google.com/file/d/18r5la4011eqELIaQGFGZsUMTH6Qdk1Qz/view?usp=sharing

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

183

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

2.4 - Teacher Profile and Quality

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

183

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

31

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1318

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

1. Internal test components are weekly test, mid semester exam, pre-final exam, assignment, seminar/viva, attendance.
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 are displayed on 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 the Orientation programme at the beginning of the academic year and printed in the academic calendar/handbook.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

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

1. A detailed timetable is prepared by the Examination branch along with a Centralized Seating and invigilation list as per the academic calendar. Each exam hall consists of 5-6 courses to avoid unfair means.
2. Question papers are set according to the syllabus by the concerned faculty. Any grievance can be resolved at the class level by the teacher.
3. The answer scripts are evaluated by the internal faculty and distributed to students for verification before posting in the ERP.

Any error in the entry is made by a faculty in ERP, can be represented to the controller of examinations by the faculty with the prior permission from the principal. It can be resolved at the intervention of the principal.

1. Students are informed about all the rules and regulations in advance, through Orientation program at the beginning of the academic year. In case a student is unhappy with the decision of the committee, can convene a meeting with the Examination branch.
2. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Outcome-based education (OBE) introduced by Loyola Academy, places a higher priority on outcome-based teaching-learning with a learner-centric approach to enable effective participation of students, improving global competitiveness, skill sets, and enhancing opportunities for students. At Loyola Academy, an outcome-oriented system is being implemented through a curriculum framework, upgrading academic resources continuously, improving the quality of teaching, and the use of advanced technology to improve the teaching-learning processes. Consequently, outcomes are expressed in the form of knowledge, skills, and attitudes which define all the courses offered in the college. The faculty, students, parents, and other stakeholders are intimated about the programme outcomes, programme specific outcomes, and course outcomes in the following ways: 1. The details of each programme and course offered are stated in lucid and specific terms as printed information in the college prospectus, handbook, and the college website which is extremely user friendly. 2. Institutional orientation programme is organised for incoming students to provide information about the programme, the courses, and the methods of evaluation as well as the performance expectations before the semester begins. 3. For each course, faculty members communicate expectations, targets and desirable standards post the review of student work in addition to communicating goals and outcomes of every unit as a part.

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

using action verbs of learning levels suggested by Bloom

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/2.6.1-2020-21.pdf
Upload COs for all courses (exemplars from Glossary)	View File

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

The process of attainment of COs, POs and PSOs starts with writing appropriate COs for each course of the program. Five-course outcomes are written by the respective faculty members using action verbs of learning levels suggested by Bloom. Since the college follows a uniform 5 unit structure for all courses offered, each course outcome corresponds to each unit of the syllabus. Then, a correlation is established between COs and POs on the scale of H and S, H being highly supportive and S being moderately supportive. A mapping matrix is prepared in this regard for every course in the program. Attainment of COs: In Loyola Academy, the CO attainment levels are measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement conducted for each course in a semester. In each test, the percentage of students who achieve a set target (pass marks=40%) for the COs that are covered is computed. After the internal assessment and the external exams, the average of these percentages is computed to decide the attainment level. Thus, the average percentage of students attaining all the COs decides the CO attainment level.

Internal Assessment Components:

Weightage: 40%

Assessment Type:

Units and corresponding Cos covered:

1

Weekly Test (1 test conducted for each subject for one unit)

Anyone Unit/corresponding CO

2

Mid Semester Exam

Unit 1,2,3 / CO1,CO2, CO3

3

Pre-Final Exam

All Units/All COs

4

Assignment

As per the discretion of the teacher

5

Viva

As per the discretion of the teacher

External Assessment Component:

Weightage: 60%

Assessment Type:

Units and corresponding Cos covered:

1

EXTERNAL EXAM

All Units/ All COs

The following scale is used for arriving at an attainment level,

based on the pass mark of 40%:

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

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

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

Pass Percentage

$$\left(\frac{\text{Total number of students passed}}{\text{Total number of students appeared}} \right) \times 100$$

Attainment of Programme Outcomes

- The PO attainment is calculated by using the formula

$$\left(\frac{\text{Avg. of CO's of a PO}}{3} \right) \times \text{Final CO attainment for the subject}$$

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

Attainment of Programme Specific Outcomes

- The PSO attainment is calculated by using the formula

$$\left(\frac{\text{Avg. of CO's of a PSO}}{3} \right) \times \text{Final CO attainment for the subject}$$

- 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://drive.google.com/drive/folders/1yLEx_IGYu7TEpjV0Mr5T8eYZbOqDdgXe?usp=sharing

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1480

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://drive.google.com/file/d/14nK2QZ2904bq8DrxkkV22lanRXwObQIj/view?usp=sharing

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://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/2.7-SSS-2020-21.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

609423

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

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

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

0

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

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

20

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

34

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

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

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

17

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

3.3 - Extension Activities

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

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

- Report On Covid-19 Activities: Loyola Academy responded to the Covid-19 emergency during the second wave of the pandemic as it did during the first wave. The following are some of the relief works undertaken by the College:
- A video related to Covid -19 awareness was uploaded on YouTube on 15th October 2020 by the student council. <https://youtu.be/cvIeJgqTSpQ>
- Distribution of Food Materials: Food packets were distributed in two slums close to the College for 8 days (23rd to 30th, May). The two slums are Bhudevi Nagar (350 families) and Meenakshi Estates slum (200 families), About 550 families benefited from this relief work this relief.
- Snacks were distributed to 1150 police personnel at 95 check-posts across Hyderabad for 10 days during the lockdown (25th May to 3rd June).
- The Police department was immensely grateful for this kind gesture from Loyola Academy.
- On 16th of June dry ration kits were distributed to ANM and ASHA workers working in Old Alwal Municipality. During distribution College Management acknowledged the selfless services being rendered by them as the frontline warriors during the pandemic.
- Dry ration kits were distributed to all the contingent

staff and security personnel of Loyola Academy.

- Mrs. B. Sumathi IPS (DIG, WSW, CID, Telangana Police specially acknowledged the contribution of Loyola Academy and included the College in the list of organizations that came forward to help the poor and needy in the city during the pandemic.
- All the non-teaching and contingent staff and migrant laborers working in the campus were vaccinated through the arrangements made by the College. Link for the Proof of Vaccination Details: <https://drive.google.com/file/d/1NSZRZ3igxhnLQchP5qkyB9Td-rKY0sWG/view?usp=sharing>
- Mr. Prasad, Non-teaching staff who dedicated his valuable services to the Loyola Academy expired with covid-19. In view of this Management and Teaching staff donated Rs.25,000 for his family.
- The total amount spent by Loyola academy in carrying out various relief measures is Rs 10,00,000/- (Ten lakhs) Link for the Proof of Bills: https://drive.google.com/drive/folders/15Ceva569JNA18uiA_jA6RAEVKkQO_pSC?usp=sharing

File Description	Documents
Paste link for additional information	https://docs.google.com/document/d/1wGgfDCANRlT9rBjKojq2nTqgV0GDDD2X/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Upload any additional information	View File

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

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

2

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

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

14

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

2004

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

172

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

9

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Loyola Academy was established in 1978 and has completed 41 glorious years. It is situated on 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 79 classrooms and 20 staffrooms spanning across all the blocks, inclusive of 3 seminar

halls, 1 Board room and 1 conference room. Well-furnished NCC office is situated beside Indian Overseas Bank (IOB). IOB facilities are available for staff and students on the campus. The Computer Science block comprises the ICT centre, cyber world, Mathematics statistics and Computer Science Lab, MBA, MCA and Computer Science Lab. The PG block accommodates the PG, Alumni and ERP server offices. The ERP room is well equipped with Internet connectivity, AC, UPS and two computer servers. The Administration block houses the new electronics lab for microprocessor experiments, Principal, COE and Assistant controller office, in addition to the IQAC and NAAC offices, with well-furnished requisites. Office staff occupy this building, and it has intercom and internet facilities. UG/PG Labs: Labs provide an extensive platform for practical learning.

The labs are well furnished with commendable infrastructure.

LABORATORIES IN CAMPUS

1. Physical Chemistry Lab
24. Heat Transfer Lab
2. Organic Chemistry Lab I
25. Solar Processing technology Lab
3. Mass Communication Studio
26. Engineering/ IT Workshop
4. Organic Chemistry Lab II
27. Physical Chemistry Lab
5. MSC Food Technology Lab
28. Bakery Pilot Project
6. Food Analysis and Quality Control Lab
29. Entomology Lab
7. Food Processing and Dairy Technology Lab
30. Incubation Centre

8. Biochemistry Lab

31. Pathology Lab

9. E-Commerce Lab

32. Agronomy Lab

10. Multimedia Lab

33. Chemistry Lab

11. Physics Lab

34. Genetics Lab

12. Microbiology Lab

35. Electronics Lab I

13. Genetics Lab

36. Electronics Lab II

14. BioProcess Technology Lab

37. Degree Computer Lab I

15. Molecular Biology Lab

38. MCA Lab

16. Cell Culture Lab

39. MBA Lab

17. Biotechnology Lab

40. Mathematics Statistics Computer Science Lab

18. Research Lab

41. Degree Computer Lab II

19. Animation Lab I

42. Degree Computer Lab III

20. Animation Lab II

43. Data Science Lab

21. Fluid Mechanics Lab

44. Food Science & Nutrition Lab

22. Mechanical Unit Operations Lab

45. Food Science & Nutrition Lab (Kitchen)

23. Electrical Circuits and Machines Lab

The Loyola Hall is fully-fledged with air conditioners, a sound system and an LCD facility. There are 71 digital classrooms installed with LCD projectors, for ICT based teaching-learning process. In addition to that CCTV cameras with DVRs and UPS and required furniture have been installed in all the rooms spanning the campus. The library hosts a vast repertoire of books, journals, magazines, and an e-library centre with well-aided internet connectivity. Good quality hygienic food is made available in the canteen, for both the students and the faculty members. Separate Parking sheds for both students and staff have been extended to make room for an increase in the number of users. A fire certificate has been obtained for all the blocks. Solar streetlights are well functional on the campus. All the blocks are well connected with tar roads. There are two hostels available on campus; for boys and girls respectively the eco-friendly campus with Green House, demonstration plots, plots for agro trials, lawns and well-shaded trees is environmentally sustainable.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/watch?v=3u5AiIx40vQ

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

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

The College Cultural, Fine Arts & Literary Fest - RESONANCE - was initiated in the year 1995 and has come a really long way since then. It is organized every year in the even semester to enable the students to exhibit their innate talents and help them in building a holistic personality. Most of the competitions are based on a theme, which generates a lot of interest and curiosity among the students. Resonance has always mirrored the hidden talents of scores of students and has given a platform to countless students to exhibit their organizational and managerial skills. Over the years, Resonance has transformed itself into Hyderabad city's largest Intra-College Cultural, Literary & Fine Arts Fiesta. It caters to the psycho-social, creative and emotional needs of 3,000+ on-campus talents. Resonance comes as a whiff of fresh air after a rigorous academic assessment. It is an escape from the monotonous academic life and offers a recreational outlet for the students. A well-designed event schedule facilitates conducting Resonance incessantly. Even the budget planning is done well in advance and students are encouraged to get sponsors. Students are also motivated to put up their own stalls for nominal charges. The funds rose through the contribution of the students and all the other stakeholders are spent on the event. To organise the event smoothly 13 different committees are formed with Fr. Principal as the head of all the committees. Each committee comprises faculty and student council members. All the committees work in coordination.

To organize such a mega event, it is necessary to involve all the stakeholders who include students, staff, alumni, parents,

retired faculties, life members and well-wishers of the institute. Therefore, an appeal is made through social media to participate and cooperate. Suggestions and instructions are also welcomed. The stake holders are given adequate representation in the organization of the program

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/watch?v=2s3VpamHKA A

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

71

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

71

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.youtube.com/watch?v=5qV7d-1Ygb M
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

191,405,220

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

4.2 - Library as a Learning Resource

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

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 into the 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 save the time of the user and labour of the library. Various Modules Technical Processing (Cataloguing): Technical processing modules carry forward the work of the acquisition module. The books which are acquired and accessioned in the acquisition module are received by the Technical Processing module for cataloguing. If a library does not use the acquisition module can catalogue the book directly from this module. Moreover, New Gen Lib is compatible with the Z39.5 protocol for searching and importing bibliographic records that help to import the bibliographic records from other libraries. It saves a lot of time for the library in cataloguing. Cataloguing is done under the MARC 21 standards.

NewGenLib has already created some templates that have simplified the MARC highly. One can easily identify the template and based on the given field, cataloguing can be done. Fields of a template can be increased or reduced as per the requirement of a

particular document. These pre-designed templates are for cataloguing books, journals, patents, non-book material, book chapters, journal articles, newspapers, etc. One can also attach a digital document to a bibliographical record that converts the OPAC to a digital library. This module facilitates searching the catalogue through the default search index and enables the administrator to create his/her own search index.

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.youtube.com/watch?v=LQdvlG4lNs&t=58s

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals

during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1018514

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

33210

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution updates its IT infrastructure in every department to facilitate the use of IT. Every department has a computer system, printer, internet connection and Wi-Fi for the office and staff. There are 12 computer labs in different departments. Every year new computers and printers are purchased for these labs and for the departments and staff too. Underground cable was laid with a dedicated bandwidth of 50 MBPS. This helps the faculty and students to use the internet facilities to acquire knowledge, reference material etc. ACT- Fibernet is supplying 50 MBPS network speed.

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-LEARNING 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

2019-20

744

93

837

50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

2020-21

837

9

846

50 MBPS (DEDICATED LEASED LINE 1:1 RATIO)

S.NO

PARTICULARS

AVAILABLE

1

DESKTOP COMPUTERS

1014

2

SERVERS

9

3

PRINTERS

4

ROUTERS

8

5

PROJECTORS

71

6

CCTV CAMERAS

305+

LIST OF SOFTWARE**S.NO****PARTICULARS**

1

Windows 10,11

2

Windows 7

3

Windows Server 2008

4

Redhat Linux Enterprise-6

5

Redhat Linux Enterprise-5

6

Ubuntu Linux (open source)

LIST OF APPLICATION SOFTWARE

S.NO

PARTICULARS

1

Microsoft Office 2016/365

2

C, C++ Data Structure(Dos Based)

3

Oracle 10g express Edition

4

Xampp 7.3.1

5

Python

6

R Studio 1.0.143

7

Rational Rose-98

8

Tomcat 7.0

9

JDK 6.0, 7.0

10

Net Beans

11

Star XML

12

BDK

13

Eclipse

14

Notepad ++

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.youtube.com/watch?v=79xlrJmH5mM

4.3.2 - Number of Computers

1014

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution**A. ? 50MBPS**

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

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****157,925,216**

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

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

The planning and Evaluation committee of Loyola Academy, under the guidance of the Rev Fr Rector of 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 gardeners.
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 the library.
12. Monitoring annual maintenance of necessary items.

Specific procedures are followed for the utilization of resources:

1. the seminar halls can be booked and utilized by any faculty after permission from the

principal,

2. labs are utilized regularly according to the lab timetables maintained by each department.

Each lab has an attendee and a technician to look after its proper functioning

3. sports complex is managed and utilized by the physical education director for intra-college

and inter-college events.

4. Each department is responsible for the maintenance of its departmental infrastructure

including classrooms, labs, ICT tools etc. In case of repairs, an indent specifying the

problem has to be submitted to the principal by the HOD, whereby necessary steps are

taken thereafter.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/4.4.2.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

145

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

750

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/5.1.3.%20Capability-2020-21F.pdf
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

869

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

869

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

476

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

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education****297**

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

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year****19**

File Description	Documents
Upload supporting data for the same	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/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.****7**

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Loyola Academy has been an advocate of holistic learning with the aim of nourishing the natural talent and interests of its students. The student council (UG & PG) of the college plays a major role in connecting the students with the management. The members of the council effectively execute the resolutions taken by the college management for the overall development of the students.

The student council plays a pivotal role in executing the vision and mission of the college through their activities which include the maintenance of a green and clean environment- Harithaharam, fundraisers for social causes, cultural activities. They are forerunners in conducting educational events like convocation day, college day, national science day etc. To name a few the cultural secretaries are into the cultural activities in the college events, literary secretaries are the master of ceremonies for most of the events. The documentation heads prepare reports on every event in the college. The media heads act as a link between the college and the various media organizations. The official photographers form an important part of the council in covering each and every event.

The dynamic student council of Loyola initiated student clubs in 2014 to inculcate oneness among the students. Since then they have been growing, leading, participating and organizing events as a part of these clubs to promote inclusivity, improve student confidence and most importantly celebrate passion. Every year, incoming students are encouraged by the student council and the club secretaries to look within and find their reflection in the form of these various clubs. During 20-21, all the 12 clubs have

come together and conducted Clubistaan 2021, or 'Clubs day', which marks the end of club events for an academic year. This year, Clubistaan went online but with the same rigour and fun!! All the clubs traditionally come together to participate in exciting competitions where winners are felicitated in the valedictory. This year valedictory was hosted on Instagram Live and prizes were declared. All in all, 2020-21 saw the beginning of great club activities and ended in celebration.

The student council members are also a part of the various committees and governing bodies of the college like the academic council and are free to state their views and suggestions to improvise the curriculum. They are also part of the discipline committee, the women empowerment cell etc. They make sure that the opinion of the students is taken into consideration by such important bodies and committees. The following is the list of student representation in various committees

S.No

Name of the committee

Role in student council

1.

Academic Council, IQAC, planning & evaluation committee, convocation committee, SWAYAM / MOOCS / online E-certificates committee, interfaith forum, students welfare & extracurricular activities committee, grievance redressal cell, anti-ragging committee, college magazine committee

Head boy and Head girl

1.

Academic audit cell, calendar & handbook committee

Literary secretary

1.

PLANET, counselling cell, attendance committee

Event coordinator

1.

Incubation cell, skill enhancement committee

Club secretary

1.

Library committee, digital boards / t.v. / hoardings committee, documentation committee

Documentation head

1.

Placement cell, alumni association

Placement coordinator in

1.

Campus ministry committee, national green corps

Hospitality head

1.

Women empowerment cell

Media Relations Head

1.

Sports & games committee

Sports Secretary

1.

Events & cultural activities committee, swatch Bharath mission/hygiene & cleanliness committee

Cultural Secretary

1.

Discipline committee**Discipline Head**

1.

Sexual harassment prevention cell, minorities welfare committee

Fine Arts Secretary

1.

Website updation committee**Creative Head,**

1.

Photography and videography committee**Photographers**

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

13

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Loyola Academy Alumni Association is a statutory body in the college that is registered under the Telangana Societies Registration Act, 2001. The association organizes Alumni/ae meet every second Saturday of November. The objective of this association is to keep a track of all the alumni of the college and their pertinent data while fostering and promoting close relations among the alumni themselves. It provides a forum for the Alumni to exchange ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities for the Alumni. It also inculcates the spirit of volunteering and cooperation amongst the Alumni. Since Loyola Academy is a 35 years old institution with an approx. the number of 1,200 graduates annually, students get the benefit of being a part of an exceptionally large and powerful alumni network. It operates through a network of national and international chapters. Loyola Academy is also associated with the Federation of Jesuit Alumni Association (JAA), which is an association of all alumni associations of Jesuit Academic Institutions in India. JAA is a forum for networking amongst Jesuit Alumni across India to play a role in shaping public policies in favour of secularism, poverty alleviation, women empowerment, upliftment of the marginalized, safeguarding human rights, preservation of the environment and spreading literacy. The Correspondent of Loyola Academy usually serves as the director of LAAA. Loyola's alumni straddle all spheres of activity - management, government, journalism, arts, sports, academics - and form a remarkably influential network.

Alumni Contributions towards the College:

1. **Personality Development Program:** The Alumni of the college in collaboration with their place of work organize personality development programmes.
2. **Career Advising:** They are well placed and take the opportunity to advise and support the students and offer valuable feedback on the curriculum.
3. **Academic advising:** Alumni are invited as resource persons for various academic seminars.
4. **Industry-Institute Interaction:** With support from the workplace, they organize industrial visits and interactive sessions.
5. **Placement Assistance:** They provide internships and job opportunities for deserving candidates.
6. **Project Assistance for Final-year Students:** The Alumni serves as guides and mentors for the final years during their thesis work.
7. **Arranging Seminars, Guest Lectures and Workshops for Students:** They are instrumental in organizing various academic activities in collaboration with their respective departments.
8. **Alumni Serving as Faculty Members:** The institution helps the Alumni by providing employment opportunities as faculty members.
9. **Monetary Contributions for Developmental Initiatives:** The Alumni, as a token of gratitude contribute monetarily to the development of the institute.
10. **As Jury Members and Panelists of Cultural, Literary and Fine Arts Events:** The Alumni are honoured as panellists and judges for various events in the college based on their talent and aptitude.

Plans to host departmental alumni meetings are underway.

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2021/12/Handbook_2020-21.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of Jesuit education is to impart higher education with the integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership

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

Philosophy of 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

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 (viz., NCC, NSS, Placement, Sports, Interfaith, clubs, Equal opportunity, research, grievance redressal, women empowerment) Heads of the departments and class teachers. While the Internal Quality assurance cell, Examination branch, and various statutory and Non-statutory Committees function at the Institute level on the principle of a collective decision-making process, the Deans, and coordinators, along with the HODs, are

empowered to deal with academic matters at their levels. Each Department has faculty structured on their qualifications and years of experience.

The Governing Body, as the highest Executive Body, plays a pivotal role in laying down policies, both academic and governance. Academic Council: The Academic Council deliberates on matters of academic nature and steers the Institute to maintain academic standards of excellence. The Council ratifies the minutes of the board of studies of the academic programmes of all departments and provides directions for future academic growth and development

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/mission-vission/
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

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

It has a governing body, Academic council, board of studies, committees and cells which are categorized as statutory nonstationary bodies. The roles and responsibilities of each unit and the structure of such organizational units are defined at the time of formation. The members of various organizational units are nominated from different disciplines based on their individual interests, preferences, and competencies observed by the management. 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 organizational unit remains final and binding.

A case study: To ensure the realization of the vision and mission of the LA the design and development process of the curriculum is initiated with need analysis that takes into consideration the stated customer needs, implied needs, overall goals of the college and statutory requirements of bodies like BOS, Academic

council UGC MHRD, etc.

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. Dean Academics provides a general framework of curriculum for each of the programmes. She considers the recommendations of the statutory bodies, student workload, all-around development and competitiveness of the students, active learning methods, global, regional, and local needs, evaluation patterns etc. The BOS deliberates the same and forwards it to the Dean Academics for further action. Ratified minutes of the academic council will be presented to the governing body which is the final decision-making authority to implement the course.

Participative management

There are 42 non-statutory committees working hand in hand in identifying possibilities, planning, organizing, implementing, and monitoring all the activities of the institution.

The decentralized mechanism exists even at the department levels. Well-structured committees like the Board of Studies take department-level Decisions. HODs are invited to the Academic council meeting, governing council members and management interact to develop a road map for the development of the departments and the institution.

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/governance/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

In order to augment job and skill-oriented courses and meet the demand of industries and satisfy the demand for admissions the following strategy was deployed according to the ratified minutes of a governing body that is in tune with our mission

1. All the proposed changes in the syllabus, which were approved at the BOS meeting. Academic Council meetings, Governing Body meetings were implemented from the Academic year 2020-2021 onwards.
2. Ceiling strength for all science programs is 50, Commerce, BBA, and Arts is 60, followed from the academic year 2020-2021 onwards.
3. Rs 83,61,560/- (Eighty-Three Lakhs, Sixty One Thousand, Five Hundred and Sixty) was disbursed as scholarships.
4. Two new courses at the UG level (with six semesters) were started from the academic year 2020-2021. 1. B.Sc. (Computer Science & Cognitive Systems) 2. B.Com. (Business Analytics) 3. Two new courses at the PG level (with four semesters) were started in the academic year 2020-to 2021. 1. M.Sc. (Data Science) 2. M.Sc. (Food Science & Nutrition)
- 5 All policy documents and service rules were approved.
- 6 The process of getting affiliation for B.Sc. (Hons) in Agricultural Science & Rural Development, from ICAR has been initiated.
7. Five new classrooms on the first floor of Administrative Block are ready for use.
8. New designations Associate Professor / Assistant Professor are categorized for teaching staff.
9. Construction of new buildings for strengthening the infrastructure had started.
10. 32 research papers were published
11. 19 Memorandum of Understandings were signed.
12. 60 licenses already bought for SPSS for academic gradation

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/StrategicPlanF.pdf
Upload any additional information	No File Uploaded

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

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

1. 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. The main responsibilities of a Provincial are-

2. Vice Chairman, Governing Body/Superior:

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

1. Correspondent:

Rev. Fr. Gnanadevan 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.

1. Principal:

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

Service Rules:

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

Procedures:

Loyola Academy practices procedures for the following areas of administration:

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

Recruitment:

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, viz., Part-Time Employee, Substitute, Casual Employee, Contract Employee, Temporary Employee, and Permanent Employee.

Promotional Policy:

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

Grievance Redressal Mechanism:

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

congenial atmosphere.

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2019/06/7_1_12_code_conduct-1.pdf
Link to Organogram of the Institution webpage	https://www.loyolaacademyugpg.ac.in/about-us/loyolas-organogram/
Upload any additional information	View File

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

For teaching staff

- Loyola academy staff welfare association (LASWA). Group personal accident Insurance
- EPF
- Gratuity
- Group accident Insurance
- Study, Maternity and Medical leaves are sanctioned for the required staff.

For Non-teaching staff

Group personal accident Insurance

- EPF and ESI
- Gratuity
- Medical facility with a qualified doctor.
- Maternity and Medical leaves are sanctioned for the required staff

For students:

- Group personal accident Insurance
- Poor and Merit scholarships
- Medical facility with a qualified doctor

File Description	Documents
Paste link for additional information	http://laswa.in/index.php
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year****14**

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 programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year****19**

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

301

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

- The Institution has a formal "Annual Performance Appraisal" for both Teaching and is conducted every year. The faculties are required to submit the filled-in pro forma of self-appraisal.**

- The consolidated reports are analyzed, reviewed and appropriate actions are taken. This system helps the staff in setting up new goals and self-assessed their strengths and weaknesses.
- Based on the Annual appraisal the teaching and non-teaching staff is given increments and this becomes one of the parameters in giving promotions in their respective cadre.
- Based on filled in pro forma faculty are also suggested methods of improvement.
- Non-teaching staff are also assessed based on their work achievements, qualification enhancement and adaptability to technological changes.

Mechanism of Performance Appraisal at Loyola for Teaching Staff:

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

The staff evaluation report considers the following aspects-

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

16. Overall Responsibility in the department/class and campus
17. Any other achievements
18. Individual Lecture Pass Percentage

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

All the teachers are placed in higher grades because of such an efficient mechanism.

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

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Financial planning ensures consistency of goals, aligning the growth objectives of the institute with its financial requirements. It also supports the strategic growth of the organization. To begin with, the institute plans and accumulates the right amount of funds by gathering the inputs and requirements from its associated departments. Financial Planning is exercised well in advance for the organization and efficient budgeting & controlled mechanism is done by involving the various academic departments and administrative sections of the institute. Financial planning and review are done in periodic intervals through a statutory - Finance Committee headed by the Correspondent, the Principal and the Treasurer, as members in coordination with different departments and committees of the college. The Finance Committee meets twice a year and reviews the income-expenditure statements and suggests a further action plan.

The management, through the Governing Body, looks into income and expenditure patterns and pragmatic recommendations are given. A well-structured financial section is implemented and every financial transaction is recorded through software (ERP). The financial rules are in place in the Institute and the "No-Cash" Transaction System is followed. Fee Payment is done only through the online mode, by direct payment into Bank through Challan. A flexible financial system allows spending more than the allocated budget needs be, Optimal utilization and execution of the budget is monitored through internal and external auditing. An internal audit is conducted on a quarterly basis and the statutory external audit is conducted periodically by chartered accountants. All government scholarships and funds received from the government as grants are audited separately by the Auditor appointed by the government and is filed in the income tax annually. Audited financial statements are made public and submitted to the statutory and regulatory bodies. An effective financial management system is in place and is helping the institution in overall growth. The annual financial audit was conducted for the academic year 2020-21.

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

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

77358960

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of Funds: The major source of revenue for the college is the annual fee collected from students which include the general fee, special fee, and miscellaneous fee. The other sources of revenue include salaries for aided staff from the state government, the interest generated from the fixed deposits and savings bank accounts, placement and sale of scrap. The fee is collected as per the guidelines fixed by the Loyola Academy society. The fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute. The interest earned on these fixed deposits is also being utilized for the needs of the institution. Institution encourages Mobilization of funds through sponsored projects from UGC.

Strategies for optimal utilization of financial resources:

The finances collected are utilized for the purpose of academic growth, administrative requirements, repair and maintenance, extracurricular activities, designated expenditure, fixed assets, New proposals, Land, Gratuity fund, FDs, cash at hand, bank and advances. During the budget preparation in the institution, all the academic heads are requested to provide the annual budget requirements keeping in view of development and the updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software, etc. The same is placed before the Finance committee and the committee in turn deliberates and makes necessary changes for a proper balance of receipts and expenditure. The same is then submitted to the Governing body for approval. The Governing body further approves the budget and forwards it to the Executive Committee of the management for perusal. The institution keeps track of the budget. In any unforeseen circumstances, a non-budgeted amount is considered and allotted depending on the merit of the case. The funds received under CPE (Do No.21-50/2014 (PE)) grants were utilized for Academic linkages, books and journals, chemical technology, enrichment of teachers, equipment, extension work, healthy practices, industry linkage, infrastructural improvement, lab consumables, language lab, library automation, maintenance of equipment, office automation, science equipment and science research, up-gradation of classrooms and seminar halls.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

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

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

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

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, criteria wise, and gives the grades accordingly.

1. QUALITY ENHANCEMENT STRATEGY FOR ACADEMIC EXCELLENCE

GOAL:

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

Context:

Loyola Academy is an Autonomous college, and under the autonomous status every department can upgrade 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.

The Practice:

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

Evidence of success:

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

Problems encountered and Resources required:

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

File Description	Documents
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/iqac/
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

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

The IQAC supervises and conducts the following activities-

- The lesson plan is to be prepared in every course and instruction is to be delivered adhering to the academic plan.
- Motivation towards research for staff and students. Assistance to students to get admission for Higher Education.
- Encouraging teachers to involve students to do mini-projects.
- Expert lectures/NPTEL lectures to create wide exposure to students. Conducting Skill Development training programs.
- Video lessons, PPTs, Lab Experiments on theoretical concepts.
- Periodical evaluation of results and counselling of the students as well as faculty.
- Conducting extra classes for academically backward students. Faculty are using teaching methods such as blogs, social media for posting hyperlinks, and guiding students on the use of online databases for project work.
- Facilities are provided to assist students to make seminar presentations.
- Each department regularly invites guest faculty and industry experts for lectures and evaluation.
- Visits are organized to industries, various social organizations, exhibitions, and technical fairs.
- Advanced learners are encouraged to present papers at seminars and workshops.

- Attendance registers and course files are maintained with day-to-day outcome mapping and the delivery mechanism.
- Feedback is collected once a semester. It is communicated to the Faculty and Heads of the Departments and necessary measures are taken.

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

OUTCOMES

1. Revising the curriculum according to the needs of the present day.
2. Alumni feedback has helped in the refinement of the curriculum.
3. Inclusion of value-added courses, training programs led to better placements.
4. The Institute has been recognized as College with Potential for Excellence by UGC

The following are two of many IQAC setups to enable better teaching and learning-

Semester Wise Academic Audit:

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

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
Paste link for additional information	https://www.loyolaacademyugpg.ac.in/about-us/iqac/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.loyolaacademyugpg.ac.in/wp-content/uploads/2022/03/College Annual Report 2020 21.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Gender equity is used to identify people, not to discriminate

against them. According to the admissions policy, all applicants will be given an equal chance. Student council, Class representatives, NCC and NSS comprises a fairly 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-defence training sessions.

File Description	Documents
Annual gender sensitization action plan	https://docs.google.com/document/d/leovlGLliUJgpAjBsYNVlkFWSMOYW1X7q/edit?usp=sharing&ouid=100760744973104631388&rtpof=true&sd=true
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1vnbReEGopwIGHGNU3U9gYtYG4up0kWsP/view?usp=sharing

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

A. 4 or All of the above

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

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Triple case dustbins are used for the collection of wet, dry and plastic debris. Solid waste is collected and assembled at the segregation house. Paper waste is recycled by contacting ITC-Waste Management and Recycling Unit. Two types of compost pits are designed - 10 Vermicomposting and 3 general composting.

Microbial cultures from the lab are autoclaved and discarded. Students of M.Sc Biotechnology completed an Online Certificate Course on solid waste management from GHMC.

Distillation units are used in chemistry labs to recycle organic solvents. The campus has a reverse osmosis plant that meets the drinking water needs of everyone on campus. The rejected water is used for gardening and washing.

Electronic equipment is repaired and reused until they are declared scrap. Electronic circuit design is developed using simulation software and tested before being implemented in a real hardware circuit to reduce component wear and tear and burnout. Computer Science Faculty instruct students using the damaged PCs. Batteries for UPS systems are recharged and serviced. E-Waste that needs to be disposed of is delivered to certified vendors at a central location. The central store maintains a buy-back scheme for computer parts. We also contribute old computers to our sister concern schools.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://drive.google.com/file/d/1dxDSxhmj6000nY_OkehDirUJkVBfJN1e/view?usp=sharing
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
Geo tagged 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:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the

B. Any 3 of the above

following 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	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the 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 socioeconomic and other diversities (within 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 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 recognised 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 a bank, canteen, medical cell and stationary. 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
Any other relevant information	View File

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

Loyola Academy conducts student orientation program for both UG & PG students at the beginning of the academic year to brief 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 PLANET programme is to inculcate the spirit of Social responsibility in students. They are exposed to social realities of poor that develops an attitude of concern for the neglected section of society.

Students actively participate in national schemes and programs such as Fit India, Swatch Bharat Abhiyan, Swatchta Pakwada, Haritha Haram etc 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 instills rights, values, responsibilities and duties in them.

Loyola academy contribute to corporate social responsibility. NCC & NSS contribute to society through their awareness campaigns. Open interaction on 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 is highlight event..

Publication of manuscripts and books is done in ethical manner.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to 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 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

A. All of the above

and other staff **4. Annual awareness programmes on 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 programs 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. Due the pandemic Covid 19, only some events could be celebrated and most of them were online.

Loyola academy commemorates these occasions by celebrating National festivals like Republic day and Gandhi Jayanthi to commemorate the milestones of India's history. It is an occasion celebrated irrespective of the diverse culture.

Each festival has essence and flavor of its own. Religious festivals like Christmas and Ganesh Chaturthi were celebrated. Christmas was celebrated both online (Noel esprit) and offline. Carol singing and photography competition was also organised. Eco-friendly Ganesh Chaturthi was celebrated with a beautiful mud and clay idol of Lord Ganesha made by the College Students.

National days like World Health day, Matyr's day, World Environment day, Teacher's day, Vilay Diwas, Kisan Diwas are also celebrated to learn the significance of each day and instill values amongst students.

International days like Women's day, Yoga day, Music day, Volunteer day, Day to eliminate violence against women are celebrated to promote, through awareness and action, the objectives of the days.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

BEST PRACTICE - 1

Title of the Practice:

Promoting Job Oriented, Skill based and Employability Viable Courses.

Objectives of the Practice:

- To produce work-ready graduates with employability skills to make an immediate

contribution in the workplace.

- To design a dynamic curriculum that consists on practical knowledge.

The Context:

Loyola Academy, under the aegis of Osmania University, has introduced job-oriented, skill-based and employability viable courses to equip the students with employable skills and competencies required as per the global needs.

The Practice:

A feasibility study is carried out by the management and four new courses (B.Sc. Computer Science & Cognitive Systems and B.Com. Business Analytics and M.Sc. Data Science and M.Sc. Food Science

& Nutrition) are introduced in the academic council. Subject experts grant permission to start the course. Emphasis is laid on academia-industry connect.

Evidence of Success:

Loyola Academy is known for its successful placement. Some students proceed further to higher education, mastering the subject and some turn into entrepreneurs and set up their own firms.

Problems Encountered and Resources Required:

1. Courses are expensive.
2. Faculties trained in those subjects demand high salaries.

BEST PRACTICE - 2

Title of the Practice:

Management Scholarships to economically disadvantaged, meritorious and extraordinary Students.

Objectives of the Practice:

The management of Loyola Academy aims to encourage deserving students and ensures that no student should be deprived of education due to want of resources.

The Context:

The following two challenges were to be discussed before implementing the scheme,

1. Eligibility Criteria for the selection of the needy and deserving students.
2. Budget allocated to disburse scholarships.

The Practice:

Eligibility requirement to win a Scholarship is based on academic track record and annual family income must not exceed

Rs.1,00,000/-p.a.

They have to submit the application form along with the proof of the income certificate to the concerned Block In-charges. A committee scrutinizes the applications and decides the amount to be given to students.

Evidence of Success:

1. An amount of Rs.81,25,090 was remitted as Management Scholarships this year.
2. The enlistment ratio of students has increased in the past years.
3. Drop out ratio has reduced among students in the college.
4. Students are motivated and socially responsible.

Problems Encountered and Resources Required:

The college is not able to reimburse the total amount of fee to the students due to the limited amount of funds and more number of economically deprived students.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

INSTITUTIONAL DISTINCTIVENESS

Title: 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.

College conducts environmental audit. There are about 2800 fully grown trees (10 years or more), 1200 half-grown trees (below 10 years), 722 bushes, 1000 young trees and plants (below five years). Manure is derived from vermicomposting pits which is used in organic farming.

Borewell recharge pits, Rain water 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 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 street lights are used along the roadside on campus.

Green corps cell in association with NCC conducts 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 in the campus as it hinders the survival of Sparrows and various migratory birds.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of Action

- Starting of three New UG programs
- Starting of New Naval Wing under NCC.
- Upgrading designation of staff.
- Reforms in semester end Examination.
- To reduce number of days for result declaration.
- Encouraging staff through incentives to publish papers in reputed Journals.
- Construction of New buildings for increasing class rooms.
- Training orphan children in Computers as a part of social responsibility.

- Applying for ARIIA ranking.
- Establishment of Institution innovation Council (IIC)
- Encourage staff to apply for patents.
- Increase in H-index of institution.
- Professional development /administrative training programs organized by the institution for teaching and non-teaching staff.
- Organizing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)
- Audits (Green Building, Environment, Energy and gender audit)
- Improvements in collecting data in higher education & placements
- Coaching for Competitive exams for students.
- Encouraging students and faculty for enrolling in NPTEL courses.
- Technical training to students in latest trends in computers.
- More career guidance programs for students.
- Conducting departmental Alumni meet.
- Enhance value added courses.
- To raise alumni fund.
- To organize more number of Culture Programmes.
- Orientation given to students for abroad studies.
- To encourage staff in applying for Awards.
- To encourage staff to pursue PhD.
- To encourage the staff to register for guideship in various universities.
- To conduct inter disciplinary international conference.
- Staff welfare measures to be taken up.
- Financial support for staff to attend seminars and FDP's.
- Implementation of feedback given by students/Staff.
- To conduct more seminars on professional development & administrative training programs.
- To apply for ISO certification.
- Launch online Flagship program to academically train our students and also to conduct workshops and FDPs online.
- To start an additional section of BBA.
- To conduct National & International workshops on Research Methodology.
- Working towards increasing the number of Campus Placements.
- To increase NSS units for facilitating interested students in community service.
- Mentor- mentee ratio to be improved.

- Usage of e resources to be maximized by teachers in teaching.
- Number of ICT enabled classrooms to be increased.
- Gender Equity cell to be active and conduct several programs.
- To promote inclusive education specifically for Divyangans.

NAAC