SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LOYOLA COLLEGE, VETTAVALAM

LOYOLA NAGAR, P.B. NO-01, OLAIPADI VILLAGE
606754
www.lcv.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loyola College, Vettavalam since its inception in 2009 has been an institution of distinction providing quality education to the socially marginalized like the migrants, tribals and refugees. Located in Olaipadi Village of Vettavalam, Tiruvannamalai district, this college is one of the pioneering institutions catering to the downtrodden. The College is established with the purpose of serving the most deserving people of this area. The target group of the College is the rural poor, the first generation learners, the marginalized, the Dalits and the women of the region in particular. It caters to the demands of the higher educational needs of the students of Tiruvannamalai, Villupuram, Cuddalore, Chengalpet, Kancheepuram and Kallakurichi Districts and Pondicherry Union Territory which are found to be lagging behind in Higher Education.

Affiliation

Loyola College, Vettavalam is affiliated to Thiruvalluvar University, Vellore. As a Self-Financing Co-Education College, the institution abides by the rules and regulations of the Thiruvalluvar University and the Government of Tamil Nadu. The Government of Tamil Nadu through its G.O. Ms No. 164 Higher Education (EI) Department dated 4th June 2009, granted approval for starting Loyola College of Arts and Science as a Self-Financing Co-Education College. Thiruvalluvar University, Vellore granted affiliation to Loyola College on 24th June 2009 (Ref. No. A. 928). The College started to function from 15th July, 2009 with 195 students, distributed in five Under Graduate Degree Courses (English, B.Com., BBA, BCA and B.Sc Computer Science). The formal inauguration of the College took place on 31st July, 2009, the feast day of St. Ignatius of Loyola, the Founder of the Society of Jesus and Patron of Loyola College. The University Inspection Commission visited the College on 29th May 2010 and submitted its report for Fresh and Continuation of Affiliation for the different courses offered by the College. This institution was granted 2(f) status of UGC Act 1986 on 2nd Dec 2018 and permanent minority status on 5th July 2021.

Goals and Objectives

The primary objective of Loyola College, Vettavalam is to provide quality Higher Education to deserving students, especially the marginalized. The College is committed to admit students irrespective of caste and creed. The College aims at training young men and women of quality to be leaders in all walks of life and to serve their fellowmen in justice, truth and love. It is expected that this training would play a vital role in bringing about the desired change for the betterment of the people of our country, more particularly the poor and the marginalized sections of society, namely, the Dalits. Further it will foster an atmosphere of intellectual vigour and moral rectitude in which the young men and women of our country may find their fulfilment and achieve greatness as eminent men and women for others.

Vision

Loyola College vibrates with the vision of forming young men and women who will serve others with fine qualities of Compassion, Competence and Commitment. The triple expression of this Vision of Loyola is gradually being realized through its triple goals: "Educate, Empower and Employ".

Mission

1. To empower students with quality education and employability skills
2. To help our students attain holistic growth with intellectual caliber, moral uprightness, social commitment, spiritual inspiration and ecological consciousness.
3. To help the students discover their inherent potentials and shape them as future leaders
4. To help the students live in harmony with all in existence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

Loyola College, Vettavalam spreads over a sprawling 54 acres of land

- Admission of students from diverse backgrounds.
- Effective student mentoring system helps to safeguard the interests of the students.
- Provisions for free noon meal scheme for the needy
- Scholarships and free-ships by government and college
- A very appreciable interaction with alumni.
- Recruitment of staff as per the requirement thereby maintaining a desirable teacher student ratio.
- Most of our staff are qualified with either NET, SET or PhD
- Involvement of the teachers in the student's education extends beyond the classroom for their holistic Development
- MOUs with other colleges.
- Formation of various committees with predetermined roles to be carried out
- Constant encouragement and full-fledged support from the Management.
- Functioning of associations and clubs to foster the creativity and responsibility in students so that they become citizens for others.
- Motivational seminars against ragging, sexual harassment, etc.
- Adequate infrastructural facilities
- Campus in a serene environment
- Fully Wi-Fi enabled campus
- Separate hostel facility for boys and girls

Institutional Weakness

- Lack of student diversity at national and international level

- Very few new programs and add on courses
- Very few students make payment of semester fees and exam fees on time
- Lack of performance in public service examinations
- Lack of financial resources, to meet the demands of innovative method of teaching and learning and infrastructural development as most of the students are poor
- Less financial resources and support from funding agencies

- Limited possibilities of internship programme for students as college is in rural area

Institutional Opportunity

- Availability of avenues to empower the marginalized
- Bringing the first generation learners to the main stream of education
- Focusing upon skill development programme with the employability need in mind
- Participation of our Alumni in enhancing the employability of our outgoing students.
- Reaching out to the marginalized of the neighborhood villages through the Outreach program
- Hostel facilities attract students from far away places to our college

Institutional Challenge

- Faculty Attrition ratio is high; Most of the staff look for better opportunities and leave the college after qualifying themselves
- Proficiency in English is lacking both among the staff and students
- Inability of the students to pay the tuition fees
- Hard to meet the global standards
- Getting placements for students in a restricted environment

Gap between the demands of the employer and the skills of the students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated college, the institution abides by the curriculum and academic calendar prescribed by the affiliating University. To complement the curriculum and keep abreast with the current trends, efforts are taken by the individual departments to conduct seminars, workshops, invited lectures, assignments and projects. Currently, the College offers eight UG programs, and two PG programs. As per the University norms Choice Based Credit System (CBCS) is implemented for all courses. Courses like 'Environmental Studies' and 'Value Education' for all UG students, 'Women Studies', 'an elective paper for PG students, Human Rights' another Compulsory paper for PG students play a vital role to make the students grow in human values like equality, justice, harmony, lover for nature and gender sensitivity. The freshers go through a Bridge course program in order to become confident in learning and expressing in English. Remedial courses are offered to the slow learners, based on their academic performance and helped through weekly tests, counselling and mentoring sessions.

Teaching-learning and Evaluation

The teaching learning and evaluation process of the institution follows the academic calendar prepared in tandem with the University calendar. Each Department prepares an action plan for every academic year in such a way that optimum enriched learning is imparted to the students. An orientation program is offered to the newly admitted students as a gesture of welcome and to make them aware of the rules and regulations of the

institution and the affiliating University. As most of the students hail from a rural back ground, Bridge Course is organized, as transit program and to bridge the gap between school and college atmosphere. With the advancement of technology, most of the lecture classes are replaced with ICT enabled lectures. Programs like Skit Fest, Google Class rooms, Intra-departmental programs and Business Walks promote Innovation and Creativity in teaching – learning. Various committees are formed to support the teaching learning process. Examination Committee plays a vital role in conducting continuous Internal Assessment (CIA) and the semester examinations under the guidance of the coordinator of Examinations. Although affiliated to University, the exam committee has its own way of fixing the internal components with the approval of the Head of the institution other than internal tests. In addition to the internal examinations conducted in a scheduled time table, a formative evaluation of the students is done through procedures inclusive of assignments, seminars, projects, field work, competitions and weekly tests. Grievances of students in this regard are reported to the Coordinator of Examination via the Head of the department. The performance of the student is briefed to the parents through parents' meetings. The feedback from the students on teaching – learning process is conducted by the IQAC.

Research, Innovations and Extension

Loyola Institute of Social Research (LISoR) is the Research Unit functioning in the institution. Extension activities for community development include Gender, Nutrition and Public health, Education, Environment and other development concerns. The Service units such as National Service Scheme(NSS), Youth Red Cross(YRC), Red Ribbon Club(RRC) and Eco-clubs renders enormous services to the society. To help the students find job opportunities, the Placement Cell strives hard to arrange Job Fairs. The departmental associations are formed in order to make the students become innovative and creative. With the help of the students, seminars and workshops are conducted on relevant themes to help the participants cultivate various skills and deepen their knowledge in the subject.

Infrastructure and Learning Resources

The infrastructure and learning resources of the College are planned with a clear vision to meet the requirements for holistic development of the students. There are adequate number of ICT enabled classrooms, computer labs, a resourceful library, an Auditorium and a big hall(*Arulalaya*) to conduct seminars and meetings, common rooms in the college for boys and girls separately and separate hostels for boys and girls. Library, the major learning resource center of the institution partially automated with OPAC facility, with 12,818 books and 20thr journals, provides title access to more than 6,000 journals and 9000 e-books. There are more than one hundred computers in the college which are connected to LAN. Wi-Fi facility is available in the Campus. There are sufficient number of UPS devices for ensuring power back up. A generator is installed to ensure uninterrupted power supply in the campus. The campus is under surveillance with cameras fixed in important spots. With a vision to enhance the all-round personality of the students, the institution pays equal attention to sports and fitness and thus maintains a 400 mts track, standard Football and Kho-Kho Fields, Basketball, Volleyball, Badminton, Ball Badminton and Kabaddi Courts and a Cricket Ground. Ramps are there to help the physically challenged Students.

Student Support and Progression

The college firmly believes that its social accreditation and status depend on the quality, progression and

success of the students. The college has implemented an array of diverse curricular and co-curricular programmes and activities to provide holistic education as visualized in the vision and mission of the institution. Student support activities fall into four categories –'academic', 'co-curricular', 'career and placement', 'scholarships and other financial aids'. The academic support consists of Bridge Course, Remedial programs for the Slow Learners, Mentoring, Counselling, Seminars and workshops, NET/SET coaching, and training for writing Government(competitive) Exams. Support in co-curricular activities is extended by the Physical Education Department, Fine Arts Committee, Departmental Associations and Service Units. The Career Guidance and Placement Cell, Counseling sessions, Mentoring System, Anti-Ragging Committee, Grievance Redressal Committee, Anti-Sexual Harassment Committee, Social Awareness Committee function in the college towards holistic development and psycho - physical well-being. The Scholarship Committee plays a vital role in helping the poor and under privileged students to get various kinds of scholarship to their studies financially The College distributes endowments and scholarships to the meritorious students and students from the marginalized sections. Sometimes, the departments assist students in times of emergencies through financial aids. Examination rooms for the differently abled are set up at convenient places and scribes are assigned to them. 25% of the UG students pursue PG programs in our and other reputed institutions. Every department maintains a Students' Progression Report to record the progression of a student across semesters and after the completion of the course.

Governance, Leadership and Management

The Governance, Leadership and Management of the college is characterized by effective leadership with participatory management and decentralized decision-making at all levels. The institution has a clear vision and mission statement and its governance and leadership are well defined to achieve academic excellence. The Management takes the leadership role in the effective implementation of the teaching-learning and the student support programs. The institutional governance and management is essentially decentralized and the leadership is participatory and adheres to a quality policy which ensures optimum standards in academic and non-academic domains. For carrying out the activities of the college there are different bodies such as Board of Management, team of Officials of the College and other Functional committees. The institution has its own service rules, procedures and recruitment and promotional policies, which are in consonance with the UGC guidelines, Jesuit Higher Education Policy and State government's educational policies. Orientation programs are organized for the newly admitted students and newly appointed staffs wherein the vision, mission, rules and regulations of the institution are explained to them. The Principal, Management and IQAC assess the performance of teachers based on the evaluation and feedbacks from the students and corrective measures are suggested. The Principal is assisted by two Vice-Principals, Deans and other Officials. The Heads of Department appoint teacher - In - charges for each classes. The teacher - In - charges supported by two Students Representatives, a boy and a girl. The leadership quality and the pioneering spirit inherent within every student are promoted through the functioning of clubs and associations and in the organization of various departmental events. The IQAC takes initiative in planning, implementing and streamlining the quality improvement strategies of the college.

Institutional Values and Best Practices

The institution is committed to 'Sustainable Environment, Sustainable Development, and Sustainable Education' and aims at preserving social values and natural resources through the following initiatives. The institution strives to move with no compromise on quality of teaching learning process. The institution focuses on spreading environment awareness among students and faculties and aims at having a green and clean

environment. The neighborhood residents especially the marginalized group, were addressed on health issues like leprosy, hygiene and other issues like Green awareness, Clean India, Pollution etc. Environmental concerns have been addressed by installing rain water harvesting system. The institution extends its concern to the differently abled students by constructing ramps, and allotment of scribes.

Gender sensitization and Gender equity promotions are given high prominence. The institution conducts plenty of activities to promote national values and human values leading to communal harmony. All days of National significance such as, Indian Constitution day, are commemorated with motivational talks and pledge taking. On the whole, the campus is extending the best possible support to all its students in their academic pursuit and in matters regarding personal growth and social responsibility which eventually influence their academic interests.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LOYOLA COLLEGE, VETTAVALAM
Address	Loyola Nagar, P.B. No-01, Olaipadi Village
City	Vettavalam
State	Tamil Nadu
Pin	606754
Website	www.lcv.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V.Britto S J	04175-244744	8525068221	-	principal@lcv.edu.in
IQAC / CIQA coordinator	Deepa Prem A K	04175-244944	9566733258	-	deepaprem@lcv.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes LCV_Minority Institution Status-compressed.pdf
If Yes, Specify minority status	
Religious	Christian Religious Minority
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	04-06-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Tamil Nadu	Thiruvalluvar University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	02-11-2018	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Loyola Nagar, P.B. No-01, Olaipadi Village	Rural	53	217800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Tamil	36	Higher Secondary	Tamil	70	32
UG	BA,English	36	Higher Secondary	English	140	40
UG	BBA,Business Administration	36	Higher Secondary	English	70	64
UG	BCA,Computer Applications	36	Higher Secondary	English	55	55
UG	BCom,Commerce	36	Higher Secondary	English	140	123
UG	BSc,Computer Science	36	Higher Secondary	English	55	54
UG	BSc,Mathematics	36	Higher Secondary	English	70	22
UG	BSc,Physical Education	36	Higher Secondary	English	60	35
PG	MA,English	24	Under Graduate	English	40	18
PG	MSc,Mathematics	24	Under Graduate	English	40	23

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				50
Recruited	0	0	0	0	0	0	0	0	42	8	0	50
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	19	8	0	27
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	2	0	14
M.Phil.	0	0	0	0	0	0	30	5	0	35
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	856	0	0	0	856
	Female	367	0	0	1	368
	Others	0	0	0	0	0
PG	Male	26	0	0	0	26
	Female	38	0	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	79	78	66	52
	Female	39	27	33	32
	Others	0	0	0	0
ST	Male	8	7	5	1
	Female	4	1	2	6
	Others	0	0	0	0
OBC	Male	240	186	206	182
	Female	118	102	132	143
	Others	0	0	0	0
General	Male	3	0	4	4
	Female	3	4	1	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		494	405	449	422

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Institution is prepared for Interdisciplinary academic programs.
2. Academic bank of credits (ABC):	Prepared for it.
3. Skill development:	Different courses will be included.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Yes.
5. Focus on Outcome based education (OBE):	Yes.
6. Distance education/online education:	Not yet.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
381	339	301	282	273

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	9	8	8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1310	1227	1262	1304	1211

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
270	243	218	196	196

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
387	368	363	409	291

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	49	47	51	47

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	49	47	51	47

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 31

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.57	28.67	53.10	32.52	69.83

4.3

Number of Computers

Response: 55

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Loyola College, Vettavalam is an affiliated college of Thiruvalluvar University, Vellore, and as such follows a predetermined syllabus set by the University. The institution ensures effective curriculum delivery through a well-planned and documented process. The College Calendar is scheduled at the beginning of each year in accordance with the University Academic Calendar. The institution holds regular staff meetings to develop and deploy quality action plans for effective implementation of the curriculum. Departmental meetings are held in order to prepare effective plans, allotment of workload to every faculty based on their area of specialization, teaching experience and their abilities to employ suitable methodologies for curriculum delivery. The process of learning, namely, understanding, retention and reproduction of information is greatly influenced by how it is taught. Keeping this in mind, the institution has adopted some of the ways for effective delivery of curriculum. Teachers adopt innovative teaching modes like presentation, discussion, assignment, class test, debate, field work, field trip, industrial visit, workshop, seminar, etc, in addition to conventional teaching mode. The college organizes bridge courses to bridge the knowledge gap of freshers. Remedial programs are organized for slow learners. To facilitate all-round personality development of students, they are encouraged to participate in co-curricular and extra-curricular activities, organized by the college and other institutions. Lesson plans are drawn out before the commencement of each semester sessions and the same is followed by all the faculty. The teachers are encouraged to attend faculty development programs within and outside the institution. Teaching aids, such as use of ICTs are encouraged among the faculty. The HODs of respective departments ensure that curriculum is delivered as per plan and in a timely manner. Corrective measures are suggested and executed at the department level.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The College follows the curriculum and the academic calendar prescribed by the affiliated University. As per the curriculum, the College prepares the Academic Calendar every year. Within the framework of the University, the college prepares its own calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. It clearly delineates a

schedule for teaching, examination, semester break and vacations which are strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. The Principal conducts meetings with the Teachers-in-charge, faculty from individual Departments, and entire Staff including non-teaching staff to ensure smooth implementation of the activities as scheduled. Each Department prepares an action plan for every academic year in such a way that optimum enriched learning is imparted to the students. The assessment of the students is carried out in the form of Internal Tests, Assignments and Seminars. The dates for conducting internal tests are included in the calendar as per the norms of the University. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations. These modes of assessment are of help to evaluate the understanding and competence of the students. After conducting all modes of assessment the marks scored by the students are communicated to them individually. Based on the performance evolved out of the assessment process, students are identified as advanced learners and slow learners. Remedial classes are arranged for the slow learners. The top scorers are asked to assist the teachers in peer teaching during remedial sessions. The College is credited with having a well-organized mentoring system in which a teacher offers guidance to a group of ten to twenty students. The College has a well-organized grievance redressal mechanism wherein the students can approach the teacher-in-charge to share their grievances. If not resolved, they may approach the Head of the Department. If the grievance still persists, they can approach the Principal through the Controller of Examinations. They can also drop their grievances in the Complaint Box which is placed outside the Principal's office. Internal exams and other provisions for the calculation of internal marks are objective and transparent, and the scores are displayed on the notice board. Extracurricular and co-curricular activities are conducted to groom the personality and cultural aspects of the students. Every decision and action in the institution is geared towards providing transformative education for the holistic development of the students.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 10

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	2	2	1

File Description	Document
List of Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 4.58

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
37	123	40	50	37

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

1.3 Curriculum Enrichment

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

Response:

The effort made by the institution to integrate the cross cutting issues such as Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum etc., are as follows.

The college raises the consciousness among the student community to face challenges with a bold and upright spirit. Students are aware of the current issues and could participate intelligently in discussions concerning terrorism, unemployment, economic problems, human rights, and riots.

'Environmental studies' is a compulsory paper for all undergraduate first year students to enlighten the importance of environment and sustainability. The institution encourages initiatives in creating awareness on eco friendliness. The Eco club motivates the students in planting saplings and having a clean and tidy environment.

'Human Rights' is a compulsory paper for all post graduate students which helps to enlighten the human values and professional ethics. To inscribe human value, the college conducts various awareness programs to know about their rights and their moral responsibility in the welfare of others. These social values echo the goal of the institution to create men and women for others.

Address for Gender Issues:

The College actively participates in the process of educating students about gender-based issues through various awareness programs and activities, which are periodically conducted in the campus.

The Gender Studies program analyzes the structural and cultural underpinnings of sexism and women's inequality. The course titled 'Women's writings' speaks about the need for many personal decisions the women will have to make around family and relationships. It also:

- Evaluates values, traditions, practices and perspectives historically associated with various groups of women

- Interrogates the social construction of gender roles

- Analyzes the historical, political, economic and cultural structures that have contributed to discriminatory or liberal practices regarding gender, sexuality, and intersecting systems of

oppression

- Scrutinizes the social construction of gender roles

- Analyzes social constructions of masculinity and how these stereotypes develop, operate and affect society at large

Address for Environment & Sustainability

As per the University norms, the college offers courses on 'Environmental Studies'. This course focuses on the need for application, functions and governance of an eco-friendly and Sustainable environment. This enables the students to comprehend and deal with various issues regarding the conservation of a clean and pollution free environment. The College conducts regular awareness programme to expose the environmental conservation through the Service Units. The College has facilities for rain water harvesting, pollution control techniques and tree plantation.

Address for Human Values

The college offers a course on 'Value Education' in the second semester for all Under Graduates. The course helps the students with an opportunity to understand the importance of human values and attitudes in shaping the future. It also tunes and moulds them to inculcate those noble values in their real life situations.

Address for Professional Ethics

The College offers a Course titled 'Business Ethics' for Business Administration students. The course imparts the necessary inputs for the young Entrepreneurs.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.15

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	4	3	3

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 5.19

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 68

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 70.67

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
494	405	437	415	437

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
740	677	607	554	547

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 94.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
254	228	204	184	186

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

2.2 Catering to Student Diversity

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

Response:

The college organizes orientation program for the new batch students at the commencement of new academic year. The program would help students to get familiarized with the institution, curricular and co-curricular activities, facilities, rules and regulations, etc.

The institution organizes Bridge Course for all the newly enrolled students organized by the Department of English. The objective of the course is to help students become English friendly.

The CIA tests play a major role in systematically assessing the learning levels of the students. Three CIAs are conducted in a semester. Apart from it Unit tests are conducted after completing each unit. This helps the students to be thorough with the syllabus. Teachers of each department analyze the results and discuss the remedial measures to be taken. The analysis helps to distinguish the slow learners and the advanced learners. After the identification, the teachers provide slow learners with proper motivation, extra-care and attention. Students with learning disabilities are identified and remedial coaching is given after the working hours of the college.

The students are also provided with other enriching programs like training on communication skills, personality development, computer skills, and awareness program for women students and motivational sessions. In order to motivate both the slow learners and advanced learners, workshops are organized to enhance their skills. The Computer Applications and Computer Science departments arrange workshops with hands-on session to improve students' programming skills. Guest Lectures help them widen their expertise and interest in the subjects.

Remedial programs are mainly focused and designed for slow learners. As most of the students who join Loyola College, Vettavalam are also from a rural background and first generation learners initially some of them find it difficult to cope up with the demands of higher education and thus they become slow learners. Because of hostel facilities inside the campus the institution receives students from far off places including advanced learners. The advanced learners are identified on the basis of internal assessment, university examinations and involvement in class rooms. The advanced learners are motivated to lead all cultural and sports activities of the institution. They are provided with opportunities to develop their creativity by participating and organizing inter-collegiate as well as national level symposiums. They are also encouraged to obtain University ranks and take up competitive exams. Semester toppers and university rank holders are encouraged with certificates and cash prizes by the institution.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 37.43

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

2.3 Teaching- Learning Process

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

Response:

Loyola College, Vettavalam is known for its academic instruction and focus on student-centred and experiential learning. Faculty members use student-centric and participatory teaching methods in the classrooms. This is achieved through debates, group discussions, role plays, seminars, quizzes, etc. Teachers use several structural approaches, such as inductive-deductive approach, discussion method, project and problem solving methods. A variety of audiovisual presentations, including Power Points, videos, models, webinars and MOODLE supplement the lecture method. Industrial visits are arranged by the departments of Commerce and Business Administration which enhances application oriented knowledge of students. Environmental Studies (EVS) visits are conducted every year for first UG students to have an experience based understanding of the subject they study inside the classroom. A few UG and all PG programs have project work during their final semesters. The laboratory practical sessions, practical records and procedural charts enable the science students to have experiential learning and hands-on training in their disciplines. Invited talks, workshops and seminars provide the students with exposure and knowledge about the latest trends in their subjects. They cultivate personal involvement, collaborative and participatory learning. The students are encouraged to participate in various academic and co-curricular activities within and outside the college. During the year, the Institute organizes field trips, educational seminars, and talks by experts. Students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned with group projects and activities which promote peer learning and team building. Such opportunities by the different departments foster better learning among students as they are based on firsthand experience. Through Extension activities organized by the service units the students gain experiential learning.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers use ICT for effective teaching. The institution provides every possible support for faculty members to follow innovative methods of teaching and learning in order to strengthen the learning process. The college faculty use laptops and LCD projectors in the classrooms to make learning more interesting for the students. Since the institution is WiFi enabled, You- tube assisted learning is also being practiced. The faculty members make use of Google Classroom and Google Meet for academic transactions. G-suite email addresses with unlimited cloud storage is available on Google platform both for staff and students. On-campus students use digital resources available in the library and the campus-wide Wi-Fi network. Student and parent community is informed of important notices and information through SMS. Presentations of papers are encouraged to help students feel confident. Assignments are made mandatory component of Continuous Internal Assessment.

File Description	Document
Upload any additional information	View Document

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

Response: 26.73

2.3.3.1 Number of mentors

Response: 49

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

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<u>View Document</u>
List of the faculty members authenticated by the Head of HEI	<u>View Document</u>
Any additional information	<u>View Document</u>

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 12.08

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	10	0	0	0

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 7.17

2.4.3.1 **Total experience of full-time teachers**

Response: 251

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>

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2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Internal assessment in the institution is so transparent that every student has an idea about the standard internal evaluation process of the theory and practical subjects. The institution follows the regulation of Thiruvalluvar University. The college prepares an academic calendar in line with university calendar prior to the commencement of the academic year in consultation with the heads of the department. The institution organizes orientation program to the new students and parents to make them acquainted with the rules and regulations of the university and college, examinations, evaluation process, extra-curricular activities etc.

The institution has taken the following efforts to ensure transparency and security of evaluation system:

- The examination committee meets periodically to discuss all the examination related matters.
- The maximum and minimum marks in internal assessments are reviewed, discussed

  and debated regularly

- Three continuous internal assessments are conducted once every semester
- Five unit tests are conducted in each semester
- The students failing to attend any CIA for genuine reasons will be considered for retest.
- Students who miss the assignments due to ill health or participation in extra-curricular activities of the college are given an opportunity to give the assignment on an alternate date
- The components of internal assessment fixed by the institutions include three CIAs 10 marks, attendance 5 marks, 5 Unit tests 5 marks and assignment / seminar 5 marks.
- The first, second and third CIAs are conducted after completing 25, 60 and 80 working days respectively.
- Students are asked to sign in the final internal assessment mark lists

The schedule for conducting the internal assessment components are informed well in advance for the students.

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

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

Response:

Mechanism to deal with examination related grievances is transparent, time – bound and

efficient.

Examination related grievances are handled by the Coordinator of examinations which are time – bound and transparent. Internal exam answer scripts are distributed to the students as regard to total checking and for clarifications, if any.

The respective faculty members of the department displays the CIA finalized marks to the students for cross checking the statement of marks. Student approaches his/her faculty for any clarification related to internal marks and other components of examination. The entire process is monitored by the Coordinator of examinations and the final details will be forwarded to Thiruvalluvar University.

2.6 Student Performance and Learning Outcomes

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

Response:

Our college is affiliated to Thiruvalluvar University, Vellore. We offer eight under graduate courses (B.A Tamil, B.A English, Commerce, Business Administration, Computer Applications, Computer Science, Mathematics and Physical Education) and two post graduate Courses (M.A English & M.Sc. Mathematics). We follow the regulations framed by the University for admissions. The students are explained the significance of the course and their outcomes during orientation program held in the beginning of the academic year. The objectives and importance of course outcome, program outcome and program specific outcomes are discussed in the common meetings and during result analysis.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)

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

Response:

Attainment of program outcomes, program specific outcomes and course outcomes are duly evaluated by the institution. The IQAC collects feedback from students every semester to assess the teaching learning process .The results of the feedback process helps us to study the attainment of learning outcomes. The Parents Meeting organized ever year keeps a track record of program outcome achievement.

Result Analysis conducted at the department level after the publication of every semester results is a regular practice of our institution through which attainment of program outcomes are measured and checked. The weak and bright students are identified and accordingly outcome attainment target is set by introducing remedial measures for the slow learners. The components of the internal assessments like

attendance, seminars and assignments, unit tests and CIAs help a lot for measuring the attainment of program outcomes.

File Description	Document
Upload any additional information	[View Document]()

2.6.3 Average pass percentage of Students during last five years

Response: 78.75

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
378	366	224	272	188

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
380	366	360	406	289

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document]()
Upload any additional information	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.77

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document]()

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Criterion 3 - 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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

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

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	7	6	6

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The institution encourages students not only to absorb current knowledge but also to be enterprising and try to create new knowledge, products and ideas. The activities undertaken by several service units and clubs have created an ecosystem for innovations and other initiatives for the creation and transfer of knowledge. The clubs and units impart innovative ideas and helps the students getting access to put their ideas into practice. The college organizes many National and International Conferences, Seminars which provide opportunities for students to learn about latest developments in knowledge.

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

Response: 40

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	10	11	7	9

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	

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

Response: 0.83

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	15	6	10	3

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

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

Response: 0.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	1

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

3.4 Extension Activities

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

Response:

The College organizes extension activities in the neighborhood community to sensitize students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society. The activities of the extension units aim to develop the personality of student volunteers through community services and to make them sensitive and responsible human beings who are aware of the socio-economic realities of India. The AICF brings about awareness and sensitivity in the students and instill the desire to work for an equitable, safe, and just society for women through various activities such as street plays and mimes.

The NSS unit organizes various socially relevant and personality development-oriented programs for its members through which the students get practical exposure to the day-to-day living of the underprivileged and the marginalized. Eco Club works towards promoting the ethos of preservation and protection of our environment and to instill a feeling of responsibility for a better, greener, and cleaner environment through initiatives like plantation of trees and conserving the greenery of the campus. Besides these societies, each department conducts Seminars, Workshops, field visits and orientations for creating a sensitization among students.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 103

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	30	25	21	12

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	
Any additional information	

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 57.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
633	826	707	657	778

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	
Any additional information	

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	0	0

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	0	0	0

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

Criterion 4 - 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.

Response:

Loyola College, Vettavalam, which is situated in a campus of 53 acre is known for its impressive green credentials and eco-friendly environment. The management continuously strives to meet the growing needs of the institution, making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching-learning environment.

The physical infrastructure of the campus is all inclusive of well-ventilated main building, two computer labs, separate counselling rooms for girls and boys, canteen, separate hostels for boys and girls, faculty rooms, playground, safe RO water facility, mini auditorium and a big hall (*Arulalaya*) equipped with audio-visual facilities with a seating capacity of 1200 for academic and cultural activities. There is a common room meant for girls. There are restrooms for boys, girls and staffs separately. CCTV cameras are installed in various spots. We provide the students with the best environment for imparting knowledge. At present, eight UG programs, and two PG programs are offered. The college plans for further requirements like additional buildings, laboratories, faculty rooms, courts for various games, etc.

After regular college working hours, the class rooms, departmental libraries and labs are kept open for the extended use of students. The college library houses more than twelve thousand books. The building has ramps for the convenience of the differently abled students. PG students and students who do projects are allowed to utilize the digital lab. Five college buses ply from various parts of the town meet the transport requirements of the students who come from remote villages. Generators are installed to provide an uninterrupted power supply. The College enjoys a favorable climate for teaching and learning.

File Description	Document
Upload any additional information	View Document

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

Response:

The college offers ample facilities for Sports, Games and Cultural activities. The institution ensures the participation of students in intra and inter-institutional sports competitions.

A spacious area is allocated for sports related activities in the campus. A well-qualified and dynamic Physical Director trains the students in both indoor and outdoor games. The college organizes Sports Day every academic year. Equal importance is given for Field Events, Track Events and Games. Apart from regular Sports Meet, the college also organizes Mary-Turgay Inter school Volley Ball and Kho-Kho

tournament, Inter Parish Volley Ball Tournament, where youth of the nearby parishes compete. The Winners are awarded with a Rolling Trophy and cash prizes.

The following sports and games facilities are made available to the students:

- 400 mts. standard track with eight lanes
- One Football field
- Four Volleyball courts
- One Ball Badminton court
- Two Shuttle Badminton courts
- One Tennicoit court
- One Kabadi court
- Two Kho Kho courts
- Auditorium (Arulalaya)
- Mini Auditorium

The Fine Arts Committee members meticulously plan out to organize Loyofest, a cultural extravaganza every year. Both onstage and offstage events organized exhibit the creativity and artistic fervor of the students. Apart from annual cultural meet, students are also encouraged to participate in interdepartmental and intradepartmental competitions. They also actively participate in intercollegiate events.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 31

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 194.23

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
41.25	22.76	11.92	48.12	65.30

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

The college library is the key resource of information for the academic community. The library has a rich collection of rare books of International, National and Regional importance. The library is automated using NIRMAL LMS.

ROVAN Integrated Library Management System was established in January 2009. In 2018, a new advancement in Library Management System was introduced NIRMAL LMS that coordinates the Library administration. It covers the acquisition, posting of entries in the journals, cataloguing and documentation. Library services like Online Public Access Catalogue (OPAC), book lending, locating the book are done through this Library Automation Software.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.81

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.30590	1.36843	1.29915	0.035107	0.054385

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)

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

Response: 0.67

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

Response: 9

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has a well-developed system for providing IT facilities to the users. Some of the facilities are given below:

1. All the departments have LCD projectors, printers and computers with internet facility

2. The computers and printers of all the departments have software installed in them and the hardware is also maintained from time to time.

3. The college website is monitored and updated from time to time.

4. The computers and printers of Administrative block, Computer Lab, Digital Library, and all the department Staff room are connected in LAN.

5. The whole campus of the college has Wi-Fi facility with a speed of 22 mbps.

6. Number of system with configuration - 167.

7. Dedicated computing facility - The computers of the college are connected with printers and scanners wherever required.

8. All computers have internet facility via Wi-Fi

9. The institute has given World level English Learning classes by using tablets with internet connections for the participants of Jesuit World Wide Learning(JWL) program.

10. The institute has 3 smart classrooms for better teaching learning process.

11. All departments have LCD for Power Point presentation of students

12. The maintenance of computer, Internet Wi-Fi networking and installation of software and maintenance and upgradation of hardware is done by System Administrator and Technical Assistants.

13. The college gets the help of experts for maintenance and repairs of computers and also for up gradation of its website from time to time

File Description	Document
Upload any additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 23.82

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 21.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.94	5.48	5.05	5.24	2.86

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

　　　　To monitor the quality of the policies and procedures of the institution, the college follows various systems and procedures for its effective functioning of the college. Some of them are listed below.

　　　　Admission procedure: Application for admission should be made in the prescribed form which can be obtained from the college office. Candidates who are seeking admission are requested to read the prospectus and the instructions given in the application form thoroughly and carefully before filling in the application. The admission policies adhere to the GO issued by Tamilnadu Government every year and to the norms prescribed through Thiruvalluvar University.

Infrastructure: The Management has the policy to enrich the infrastructure facilities every year. At the end of every academic year an evaluation meeting will be conducted. The points discussed in the meeting primarily focus on the improvements to be made in the infrastructure.

Systems: The student as well as the teaching community is free to use all the facilities available within the campus. The sports facilities can be used by the students with the consent of the Physical Director. These facilities can be utilized by the students only after the college hours.

Library: Our college library has an advisory committee which supports the function of library systematically. Every year the management allocates budget to purchase resources such as Books and Furniture, book shelves, Internet, E-Journals, etc. The library follows certain protocols in the usage of books. The entry register is kept for both staff and student at the entrance to the library. Anybody who enters the library must enter in the register to use the facilities in the library.

New books will be issued to the students only after the previously borrowed books are returned in good condition. At the end of every semester, all the students must return the books to the library. Likewise the teachers are also allowed to take books after entering in the teachers register. They also must return the books after they finish reading. Whoever is leaving the institution be it a student or a faculty must get a no due certificate from the librarian.

Computing Facilities: There are two well established computer labs accommodating 115 high-end computers installed with eighteen system software. To maintain these computer labs, three qualified computer technicians are appointed. The hardware related problems and power backups in computer labs are maintained by service engineers on call immediately. The minor issues in various domains are rectified by the system Admins. To maintain the electricity related problems, two electricians are appointed. The lab facilities are open to all the students for academic purpose.

The students enter their names in the log book before entering the lab mentioning the time. Both the computer labs are monitored by camera. The students maintain a lab manual and record the experiments and programs they do within the lab. They also maintain a record book throughout the year which shall be taken into account at the time of practical examination. The computers are upgraded every year and the components in the electronic lab are replenished every year to provide the students with the state of the art experience.

Sports: A Sports Committee is constituted to handle the matters related to sports, like budget preparation, organizing, planning and executing the conduct of competitions. Purchase orders are placed to competent suppliers for the supply of required sports articles. A well laid out 400mts eight lane track is available for the students. A new course on Physical Education was started in the academic year 2019-2020, after doing an analysis of job preference of the locality. Students are permitted to play only during the sports hours and to practice for competitions. A First Aid Box with all necessary medicines and kits is always available for the use of students in case of any emergency.

Classrooms: The environment of students plays a pivotal role in their academic performance. The college takes necessary steps to make this possible. The classrooms are spacious and well ventilated .There are six ceiling fans in all classrooms. There is a separate building section with two qualified electricians to take care of the maintenance of the buildings, class rooms and labs. The benches and classrooms are cleaned and mopped every day. Each department is provided with an ICT enabled classroom. Eight classrooms have interactive boards with corresponding technology. In case of any

damage to the classrooms or any equipment's therein, it is brought to the notice of the Secretary through the Head of the Department for necessary follow up action.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 26.96

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
136	431	454	283	383

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 24.82

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
196	277	302	555	243

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

      1. **Soft skills**
      2. **Language and communication skills**
      3. **Life skills (Yoga, physical fitness, health and hygiene)**
      4. **ICT/computing skills**

Response: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 43.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
380	366	858	398	717

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

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: C. 2 of the above

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

5.2 Student Progression

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

Response: 10.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	45	56	49	17

File Description	Document
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 55.56

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 215

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 7.17

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	2	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	10	15	20

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 2

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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document]

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

Response:

There is no structured Student's Council existing in the institution. But there are two elected representatives from each class to lead the students. At the beginning of the academic year, a motivational session is conducted for all the elected representatives to make them use their abilities of being leaders in a responsible and relevant manner. Students are given opportunities to express their issues and needs through the representatives. Moreover, all the service units and department associations have student representatives to lead the activities with the guidance of the Unit Coordinators. The students are given opportunities in coordinating curricular, co-curricular and extra-curricular activities of the student community within and outside the campus.

File Description	Document
Upload any additional information	[View Document]

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 1.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	2	2

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

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

Response:

The College has an Alumni/ae Association. The Principal is the patron of the Association. Once a year the alumni come to college. Departmental alumni/ae gatherings are also conducted Alumni meetings are conducted every year in the month of December. The mission of the Association is to foster strong bonds with the Institute. Some of the alumni are very helpful to their juniors to find jobs and they come forward to conduct placement drive in the college. The college is getting ready to register the alumni association.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - 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

Response:

The College endeavors to fulfill the dream of St. Ignatius, the founder of the Society of Jesus. His motto Ad Maiorem Dei Gloriam, a Latin phrase meaning "for the greater glory of God", resonates in all activities and decisions of the institution. The institution functions with the vision of forming young men and women who will serve others with fine qualities of compassion, competence and commitment. The institution is committed to admit students irrespective of caste and creed. It envisages to bring about a real transformation in the lives of the students of the marginalized sections through education and employment opportunities. Concretely, it aspires to quench the thirst of education and empowerment of the rural poor students, the first generation learners, the Dalits, the Tribals, women and other marginalized groups of the region. The institution has been a beacon of hope for the rural students especially girls who otherwise would have been deprived of Higher Education.

The Principal is the Head of the academic and administrative wings of the college and is assisted by Vice Principals, Deans, Coordinator of Examinations, Coordinator of IQAC, Heads of the department and Administrative staff. The office bearers enjoy a collaborative atmosphere with the Principal and management in giving suggestions and taking initiatives in planning, implementing and streamlining the various quality improvement strategies. The recommendations are presented in staff meetings for suggestions and improvement.

The faculty bestows quality education in keeping in line with the mission, vision and objectives of the institution, which is globally applicable and locally relevant. The academic activities are supplemented by non- academic aspects including mentoring, counseling, remedial programs and motivational training sessions. This blend of academic and non-academic aspects help in producing students with competency, discipline and holistic development. The institution strives to program the students with 3Cs: Compassion, Competence and Commitment to fall in line with its triple goals: Educate, Empower and Employ. The institution offers a special course named BICS (Basics in Communicative English) to all students to make them English friendly. They are also provided with free computer classes and training for competitive exam .The Placement Cell organizes career counselling and arranges for a job fair. The institution aims to bring out the best in students. Thus the institution acts as an agent of social transformation.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

The College endeavors to fulfill the dream of St. Ignatius, the founder of the Society of Jesus. His motto Ad Maiorem Dei Gloriam, a Latin phrase meaning "for the greater glory of God", resonates in all activities and decisions of the institution. The institution functions with the vision of forming young men and women who will serve others with fine qualities of compassion, competence and commitment. The institution is committed to admit students irrespective of caste and creed. It envisages to bring about a real transformation in the lives of the students of the marginalized sections through education and employment opportunities. Concretely, it aspires to quench the thirst of education and empowerment of the rural poor students, the first generation learners, the Dalits, the Tribals, women and other marginalized groups of the region. The institution has been a beacon of hope for the rural students especially girls who otherwise would have been deprived of Higher Education.

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File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution always tries to ensure quality in all its endeavors. Any policy is framed after an in depth study .The policies encompass civic responsibility, ecological concern and secularism. The policy is open for review and modification so as to suit the requirement of the situation with the involvement of the stakeholders, within the broad framework of its vision.

The institution constantly strives for the development of the faculty members and the students, with special focus on academic brilliance, personality development and social commitment. Since its inception, the institution plans frequently to frame policies that would support to meet the goals. The institution has framed various committees to help in policy making. The feedback of the stakeholders are also taken into consideration.

Policies framed by the institution:

- Provide bridge course to the newly admitted students to get them acquainted with communicative English
- Provide free basic computer literacy program for all first UG students
- Inclusion of attendance as a component in awarding Internal marks to promote discipline and punctuality in students
- Provision of free browsing hours so as to promote self-learning
- Inclusion of a special program titled BICS (Basics in Communicative Skills) in the regular time table to create an English friendly campus.
- Start of an Extension activity titled OUTREACH so as to grow in civic responsibility
- Noting the fact that joining the army is a common phenomenon in the families of the surrounding a policy decision was made that B.Sc. Physical Education course could be started so that the students get recruited to join the Army or the Police Department.

Strategic plans for the future

The college has a prospective plan for development which includes both short-term and long-term plans. These plans are the result of constant discussions and meetings by the management at various levels.

- To start new courses such as B.Sc. Physics, B.Sc. Chemistry, M.Com, M.Sc. Data Science, M.A. Social Work and Diploma course in Biological Science.
- To be autonomous in the near future
- To promote research activities including upgradation of PG Department as Research Centres.
- To add volumes of e-journals and software in the library
- To have a well-furnished gymnasium with the latest machines and exercise equipment.
- Construction of a stadium
- Acquire more land for college
- Equipping all classrooms with smart class facility
- Building a Health Centre
- Construction of new academic block with more classrooms
- Straightening the roads and installing the gates

The different aspects which are considered while drawing long term strategies are: a) Teaching and Learning b) Research and Consultancy c) Community Engagement d) Human Resource Management e) Establishment of MOUs

File Description	Document
Upload any additional information	View Document

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

Response:

The thirteen year old Institution is affiliated to Thiruvalluvar University. The College is managed by the Jesuits. The recruitment is governed by the policies of the Jesuit Higher Education. The Higher Education Coordinator chairs the recruitment process. The Coordinator invites two subject experts from other institutions apart from the Secretary, the Principal and the Head of the respective department of Loyola College, Vettavalam.

The faculty of the respective departments comes next. The non-teaching staff comprises of the office staff with one Senior Superintendent, the Head Accountant, clerks and attendants. The librarian and the library staff are also the integral parts of the organization. There are two system admins to monitor the lab functions.

•The Board of Management is the policy making body of the institution with Provincial as the President, the Superior of the college is the Vice-President. The Secretary, the Principal, the Campus Treasurer and all other Jesuits who contribute to the functioning of the college are the part of Board of Management.

•The Board of Management functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution.

•The Secretary of the College plans for the infrastructural development and other facilities needed for a perfect teaching-learning atmosphere and provides guidance and support to the

Principal in all administrative, academic and financial matters.

• The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution.

• The Principal is assisted by the officials of the college, namely, Vice Principals, the Deans, the Coordinator of Examinations, the Coordinator of IQAC and Heads of Departments.

•The Principal and Officials of the college discuss all the major programmes and issues in the College and the body of Officials supports the Principal in the administration of the institution.

•The Vice Principals and the Deans coordinate with the teaching faculties of all departments for academic and non-academic matters respectively.

•The HODs coordinate the activities of respective departments.

•The Student representatives play the role of the link between the staff and students.

•The Extension Activities help students and faculty to reach out to the community.

• The Examination committee and the Library play a supportive role related to curricular aspects.

•The Fine Arts committee and Sports committee plan the cultural and sports activities of the college.

•The College office comprising of Administrative and Supporting Staff carries out the administrative activities in consultation with the Secretary, the Principal and other Officials.

File Description	Document
Upload any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Measures for Teaching and Non-teaching Staff

There are a number of welfare programs not only for the betterment of students but also for teaching and non-teaching staff. The following are the welfare/empowerment programs.

For Teaching Staff

- Gratuity
- Provision to avail loan through PF account
- Financial support for attending conferences/seminars
- Support for attending administrative training programs
- Festival advances and festival gifts
- Recognition of those with 100% percent attendance on College Day
- Recognition of those who produce centum results in subjects on College Day
- Special leave for wedding of staff
- The faculty can travel by the college bus
- Advance salary is provided in case of emergency

- The Institution provides vacation leave in summer and winter apart from casual leaves.
- 12 days of annual casual leave
- Faculty can avail medical leave for 10 days
- EPF scheme is available in the Institution as per rules and regulations
- Annual tour

For Non-Teaching faculty

- Educational fees of their children are met partly by the management
- Provision to avail loan through PF account
- Recognition of those with 100% percent attendance on College Day
- Special leave for wedding of staff
- Advance salary is provided in case of emergency
- The Institution provides vacation leave in summer and winter apart from casual leaves.
- 12 days of Annual casual leave
- EPF scheme is available in the Institution as per rules and regulations
- Annual tour
- Uniform for supporting staff
- Festival gifts and loans

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

Response: 3.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	4	0	1

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 1.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	2	2	4

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document]()

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 9.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	0	1	0

File Description	Document
Upload any additional information	[View Document]()
Details of teachers attending professional development programmes during the last five years	[View Document]()

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

Response:

     Loyola College, Vettavalam has a very strong system of staff performance appraisal. There are three types of evaluation of the staff done in the college

1. **EVALUATION OF TEACHERS:**
2. IQAC evaluates, after every semester the staff. It asks the students to evaluate the staff after the syllabus is completed before the semester examinations.
3. The management evaluates each and every staff once a year thoroughly about their performance. It

has carved out four classifications to evaluate the teachers. They are,

4. Teachers with quality and eligibility
5. Teachers with quality but without eligibility
6. Teachers without quality but with eligibility, and
7. Teachers without quality and eligibility

Those with quality and eligibility are encouraged to move to the next level in teaching and the management encourages them in research and publications

Those with quality, but without eligibility are guided to write eligibility tests and register for Ph.D and complete it as soon as possible. Many people completed their doctoral studies once we insisted on this.

Those who are eligible, but are not of quality are constantly monitored and even warned against their poor teaching capacity. We are able to see marked improvement in their teach skill and other activities.

Those who were neither eligible nor good at teaching were given ultimatum and we replace them as and when we get qualified hands.

As a result of this targeted approach in assessing the performance of the staff, we witness a great improvement in their teaching

1. Evaluation based on the results of students. We also take the results of the semesters exams as one of the markers for evaluating the teachers. Those whose subjects' students don't perform well, we take those people for evaluation and study of their teaching methodology and other components and try to help them improve.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution conducts regular internal and external financial audits regularly every year. The internal audit is carried out by the members of the finance committee of the jesuit chennai province, namely the treasurer of the province, his assistants and a team of treasurers of other jesuit institutions. The external audit is done by the professional chartered accoutants which is mandatory for every jesuit institutions of the province. The audited statement is uploaded in the website and approved by the jesuit chennai province. The future direction is given to prepare the next budget and plan for the future growth and development.

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

Response: 595.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
112.05	135.0	157.17	43.00	148.0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

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

Response:

Loyola College, Vettavalam, Tiruvannamalai is located in most backward rural area. Most of the students (nearly 90 %) studying here are from the following categories: rural, economically poor and destitute, socially marginalized (SC/ST), Most Backward (MBC) and Other Backward (OC) communities. Hence, they are not able to cope with the study expenses and as a result, the college management tries to mobilize fund through various sources. To take forward this mission of helping the students in their academic expenses, the college management has instituted a local fund-raising committee.

1. Dr. Selvaraj Arulnathan (Superior & Secretary)
2. Fr. John Paul (Campus Treasurer & Convenor)
3. Prof. Sheela (member), and
4. Prof. Sridhar (member)

They concentrate to raise funds from local philanthropists and benefactors.

1. **Sources of funds**

The following are the sources from which the college mobilizes funds for its various needs:

1. **Jesuit Chennai Province**: The Jesuit Chennai Province under whose jurisdiction the college functions support financially for the maintenance of the college. The province also funds under Jesuit Education Support (JES) for scholarship for the college and hostels students
2. **Local sources**: the fund-raising committee appeals to various donors, NGOs and philanthropists to raise funds
3. **Endowment Scholarship**: The college has also instituted various endowment scholarships through which we help students. Those scholarships are earmarked funds with specific purposes. During the College Day function, we distribute the interest of the endowment created for the particular purpose.

4. **One**-Rupee Coin: we have also introduced in the college *one-rupee-a day* scheme through which we collect money from those students who can help others.
5. **Utilization of funds collected**

The various funds collected have specific purposes. They are,

1. *Province contribution* – is utilized in maintenance of the campus
2. *Jesuit Educational Support (JES)* is spent on poor students to partially pay their college fees and hostel fees. A part of the money is also used for free noon meal scheme in which about 100 poor students take lunch in the college premises
3. *Local funds collected* – is used for paying scholarship for poor and destitute students, for hostelers to pay for their mess fees
4. *Endowment Scholarship-* since it is earmarked fund with specific purpose it is used according to donors' intentions. This is also to support the students' education.

Thus, the college management finds various sources to mobilize funds so that the burden of the poor and marginalized students will be lessened.

6.5 Internal Quality Assurance System

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

Response:

Through the establishment of IQAC, in the academic year 2012, the institution is ensuring its commitment towards continual improvement of teaching-learning process. The focus is on overall development of students through skill development. IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes in the following manner.

- The IQAC functions to measure and maintain quality assurance in all the activities of the institution
- It documents all the activities of the college and helps the principal in preparing various reports especially the College Annual Report
- It conducts timely meetings to coordinate the departments in the documentation process and conducting semester mark analysis to check the attainment of course outcomes, to organize intradepartmental competitions and to motivate the staff and students in publications
- IQAC focuses and strives to accomplish the vision of the institution
- In Loyola college, Vettavalam IQAC introduced BICS (Basics in Communicative English) a course for all UG students

BICS (Basics in Communicative English)

BICS was instituted in the academic year 2013-14. This attempt is seen as a tool to achieve the triple goals of the institution: Educate, Empower, Employ. The course is so designed that it suits the needs of all three year students. The module for first years is designed in such a way that it reviews the fundamentals of grammar, sentence structure, punctuation, capitalization, and spelling. The package for

second years focuses on the importance of good oral communication skills. It provides practice to develop speaking and listening skills. The course for final year UG students integrates instruction and practice in business writing. It is designed to develop those communication skills necessary to present effective written reports. It stresses the need to write and speak clearly and concisely.

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Feedback Mechanism

The institution has a well-structured feedback system that evaluates the teaching and learning process. The feedback is collected once in every semester. Students who fulfil the required attendance percentage prescribed by the University are allowed to participate in the feedback process. Adequate measures are undertaken to ensure honest response and confidential feedback. The evaluation is based on the following parameters: knowledge of subject, methodology, evaluation and testing, levels of professionalism and the student teacher relationship. The feedback collected from students periodically analyzed and filed by the IQAC. The feedback and suggestions are discussed and reviewed by the Principal and remedial measures are taken if required.

As per the feedback of the students, proper guidance is given to teachers by the Principal so that they can accommodate the suggestions. The Principal also gives the general remarks based on the feedback during the general staff meetings and addresses specific issues with individual faculty members.

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	[View Document](#)

Criterion 7 - 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 last five years.

Response:

1. **Safety and Security**
2. **Counselling**
3. **Common Room**

The institution and the faculty are very conscious about the safety, security and gender sensitivity.

Safety and Security

- A Senior Women faculty is appointed as Dean of women students to take care of the welfare measures of women students
- A committee is framed purely for the Welfare of women students headed by Dean of women students
- Apart from the women students welfare committee, the Anti-sexual harassment committee is also functioning in our college
- Every class has a woman representative to represent the issues of the girl students
- The institution offers a conducive atmosphere for girls with separate drinking water facilities and hygienic and ventilated restrooms
- Separate hostels is provided for women students
- As co-director of Loyola women's hostel a women staff takes acre of the safety of women students

Counselling

- Counselling sessions are conducted periodically for women students in the college women who are experienced in counselling including Nuns, women faculties and few women from outside avail themselves to give counselling to the women students. The Deans and Heads identify the students who are in need of counselling and recommend those students to go for a counseling session.
- There are also students who come forward to go for counselling on their own

Common Room

Our institution has a common room for women students in the ground floor. This room is helpful for the women students to take rest and have privacy. During corona pandemic, this room was converted as isolation room as the rest rooms are adjacent to this common room.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**

> 2. **Biogas plant**
> 3. **Wheeling to the Grid**
> 4. **Sensor-based energy conservation**
> 5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management:

A pit has been created for solid waste management in the institution. The disposal of biodegradable waste like dust, food scraps, paper scraps, plant material etc. are dumped in this pit. The degraded waste in due course are lit and the ash is used as manure. The non-degradable waste are collected separately and sold out in shops that collects the scraps. Blue dustbins in the campus are meant for collecting degradable waste and dust bins in red color are meant for collecting non-degradable waste. Many number of dust bins are strategically placed in the campus for the collection of waste.

Liquid waste management

Systematic approaches have been effectively adopted for the proper handling, treatment and disposal of liquid waste in our campus. A well planned drainage system is in use. Our institute ensures that there is no exposure of liquid waste in our campus, which leads to effective environmental safety. All the buildings in the campus have scientifically designed drainage system to flush the waste water into the well-designed soak pits.

E-waste Management

E-Waste products like consumed batteries, tonners and cartridges are maintained in separate dump rooms. They are sold as scrap thereby promoting an eco-friendly campus. The service units take initiatives by organizing awareness programs at various occasions to support waste management cement strategy.

File Description	Document
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

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**

Response: A. Any 4 or All of the above

File Description	Document
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Response: C. 2 of the above

File Description	Document
Any other relevant information	[View Document](#)

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 500 words).

Response:

The institution puts in sincere efforts to provide an inclusive environment bringing harmony among the students of varying backgrounds and cultures. The college organizes several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff.

To develop linguistic harmony, the Tamil Association titled, Veeramamunivar organizes events and competitions fostering the significance of Tamil and its rich heritage.

To strengthen emotional and religious attitude among the students and the faculty, retreats are conducted every year.

To imbibe and develop communal socio-economic and cultural attributes commemorative days are celebrated in the campus. Cultural and regional festivals, like Christmas, Pongal, Pooja , Freshers' Day ,Teachers's Day are also celebrated in the campus. Occasions that involve togetherness like orientations, farewells, induction program, rally, oath, plantation, Youth Day, and Women's Day are also celebrated.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

Besides academic and cultural activities, sports activities are also encouraged. Sports builds team spirit and companionship in students.

All institutional initiatives taken for providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities are done with the support of the management. The presence of the management creates a feeling of oneness and social harmony.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institute organizes various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. The institution aims to equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing a conducive learning environment. The students are encouraged to participate in various programs on culture, traditions, values, duties, and responsibilities. Awareness programs are conducted to create values, rights and responsibilities in students. The service units play a major role in organizing events that promote values and other ethics.

Days of national importance are celebrated every year to create awareness among staff and students. The NSS and AICUF units organize programs that creates opportunities for students to mingle with the society and gain more experience related to values and moral responsibilities.

Postgraduate students have the Research methodology subject as part of their curriculum with the objective of gaining acquaintance with ethics in research. Environmental science constitutes a part of curricular teaching and evaluation to sensitize the students on the preservation of ecosystem and environment. Students are also sensitized to adapt green practices, conservation of natural resources, alternative source of energy and renewable energy.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college celebrates festivals like Christmas and Pongal in the campus. All students enthusiastically participate in such events. The college also organizes special programs on the occasion of death anniversaries of great Indian personalities of national as well as regional importance. Republic Day and Independence Day are celebrated every year on the respective days with patriotic fervor in the college. The students and teachers pay their obeisance to the National Flag to the accompaniment of the National Anthem. The teachers and the students pledge themselves to uphold the honour and integrity of the nation. The college celebrates memorials of great Indian personalities like Dr. Bhimrao Ambedkar, and Dr.APJ Abdul Kalaam. On 5 September, Dr. Radhakrishnan's birthday is celebrated as Teacher's Day with great enthusiasm. The students organize cultural program for the teachers .Teachers are honored with gifts. International Women's Day is celebrated every year. Voters Day and NSS Day are celebrated by the service units.

7.2 Best Practices

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

Response:

Practice I

Title of the Practice – BASICS IN COMMUNICATIVE SKILLS (BICS)

Objective

The objective of the course is to make the students English friendly. The College envisions to mould, enlighten, and empower the students and provide holistic education that would enable them to be employed soon after their studies. Most of our students come from a rural background who have studied in the vernacular. Communication skills play a vital role in placements and recruitments. This course would help students to face the interview board with confidence.

Context

The students are mostly from rural areas, first generation learners and from poor socio economic

background. Students from rural areas confront a variety of problems when it comes to education, particularly at the post-secondary level. English language has been identified as a real challenge for the rural folks. It is in this background, the college roped in BICS as one of the best practices.

The Practice

BICS was instituted in the academic year 2013-14 to help the students to be English friendly. The course was so designed that it suits the needs of all three year students. The syllabus and other rules related to the course were planned by a committee headed by the Principal. The course is so framed that it forms part of the curriculum. One hour per day is allotted for each class. The classes have BICS in the I, IV & VI hour for III, II & I UG respectively. Staff are specially recruited to handle these classes. The course is inclusive of a well prepared syllabus. It is so planned that the first years would be trained to improve their word power, second years would be trained in speaking and reading & third years would be trained in reading.

In the year of implementation the following decisions were taken:

- The module for first years was so designed to review the fundamentals of grammar, sentence structure, punctuation, capitalization, and spelling.
- The package for second years focused on the importance of good oral communication skills to provide practice for developing speaking and listening skills.
- The course for final UG students integrated instruction and practice in business writing. It was designed to develop those communication skills necessary to present effective written reports. It stressed the need to write and speak clearly and concisely.
- It was also decided to conduct an entry and exit test to assess the performance of the students.

A few changes were made in the following years.

- The focus of first years was on preparation. It means preparing the students with exercises concentrating on vocabulary building, reading short stories and videos for pronunciation.
- The focus of second years was on presentation. It includes exercises like conversation practice, reading biographies and videos for communication.
- The third years were exempted from BICS and were trained in Job Skills which includes training the students to attend interviews, GDs, preparing for various competitive exams etc.
- As an offshoot of this program, I and II year students were provided with computer classes to have basic computer skills.

In 2019-2020, BICS took the name F Day Program.

This program designed as a means to materialize the vision of the institution: Educate, Empower and Employ was organized only on the F Day order. The program was offered to all the students.

The first and second UG students were trained to improve their English Communication Skills .Their program syllabi includes classes on dictation (Words from the Newspaper), Vocabulary building, basic grammar, basic computer skills, reading, writing, listening and speaking.

The third UG students were trained and coached to crack competitive examinations. Their syllabi includes classes on General Tamil, Political Science, General Science, aptitude, logical reasoning and general knowledge.

The PG students were specially trained to clear their SET/NET examinations.

The program was monitored by a group of staff in charges. The in charges took the responsibility of preparing materials for activity assigned to them. WhatsApp groups were created to share materials and other information related to the class by all in charges. The materials reached all the staff prior to the actual day of the program. Classes with more than 50 students were allotted with two staff to handle speaking and reading skills. The performance of the students was assessed by conducting tests. The program was reviewed often under the headship of Fr. Principal.

Evidence of success

The program was received well by the students and parents. The interest shown by the students was reflected in their regularity and punctuality to the class. The parents expressed their support for the program during the Parent Teachers Meet.

Practice II

Title of the Practice: One Rupee a day scheme

Objective

To cultivate the habit of giving generously to others and sharing joy with the most deserving in society. The staff and students initiated this noble scheme on 2 February 2015. According to this scheme every student and staff will offer one rupee every day. The noble gesture behind this practice is that, every loyolite comes forward to give rather than to receive. To give and not to count the cost is an Ignatian paradigm.

The Practice

The Principal is in charge of the scheme. He will be assisted by the Dean of students. The accounts will be maintained by the Deans which will be submitted at the end of every academic year. Every class will be provided with an offering box which will be under the custody of the Dean of students. Five minutes prior to the break, a bell goes and the representatives take the boxes to the classes. The boxes will be returned to the Dean's office. The Dean maintains the accounts of daily collections.

Evidence of Success: The success of this program lies in the utility of the amount collected. The amount collected is used to meet the medical expenses of students, deserving parents, pay the exam fees of most deserving students and also to contribute to natural calamities.

The Context: The institution caters to the education of the marginalized by all means. The upliftment of the marginalized lies in a symbiotic style of functioning. The students should realize the need of helping each other for a total development of the community. Helping others to their might is a noble attitude which vibrates with the vision of the institution, forming men and women for others.

File Description	Document
Link for Best practices in the Institutional web site	<u>View Document</u>

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Response:

This institution was established in 2009. The main aim was to provide an opportunity to the rural students of this area especially the rural girl students to pursue the higher education for their development and progress of the family. It also aims at training young men and women of quality to be leaders in all walks of life and to serve their fellow beings in justice, truth and love. The college has envisioned tremendous thrust and priority in creating men and women for others through education. The policies and principles of the institution are framed with this vision of forming students known for qualities like Compassion, Competence and Commitment. Loyola Outreach Program of the institution plays a distinctive role in accomplishing the vision and mission. Outreach aims to sensitize and orient the students to the service of the community, in the quest for a better life for the society and the world that we live in. The program helps the students to get exposed to the village realities and the daily struggles of the rural people. It not only helps the students, but also helps the college to remain connected with the nearby villages.

Loyola Outreach Programme, the extension activity of the college was initiated in the year 2014-2015. It is a compulsory program to be carried out every year by and for all the second year undergraduate students of the college to make the students experience and express concern for the society. It is an educational program of Land to Lab and Lab to Land for the students. The objective of the program is to make Loyola College a role model in the service of the neighbourhood community. In the first year, seven villages were selected. Currently we have 30 villages.

Mode of operation

In every village cluster, there will be a department staff and a student representative.

The students have to spend 40 hours in the village.

Students who fail to fulfill the above mentioned requirement, have to repeat.

Activities done by the students

The activities done by students differ every year. But a few usual activities include:

1. Visiting the families and taking a mini survey of the village.
2. Interacting with the villages and coming to know of their conditions

3. Cleaning the temples, churches, streets and schools
4. Understanding the unique culture of the village
5. Collecting the traditional and folk songs of the village
6. Giving literacy, health and hygienic awareness to the people
7. Planting saplings in villages.
8. Knowing the importance of Ayurvedic medicines
9. Removing Babul trees
10. Participating and conducting sports meet on independence day, Pongal celebration and Republic day
11. Giving organic seeds to the villages and telling them the importance of organic farming

Programs organized

Celebration of festivals to develop cultural values

Study centres to promote the literacy level of students and curtail the rate of dropouts

Children's Day celebration in the name of Children Mela

'Success is Ours', a program for the Higher Secondary students to motivate them to score better in the public exam

Planting of saplings to promote Eco friendliness

Medical camps to create awareness for leading a healthy life

Outcomes of the Program

- **Knowledge:** These aim to give educational support for children and out-of-school individuals. This relates to the goal to help uproot poverty on a larger scale.
- **Upliftment:** Through various programs, the participants inspire others to emulate.

Happiness: The participants derive a sense of happiness by seeing the change they have made.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Covid Relief Measures

The college hostel was an isolation centre for the covid positive persons. Very deserving families of 50 students and Student animators of evening study centres were helped with COVID-19 relief materials. On the whole with the support of the Disaster Management Team of Chennai Province and with the money generated by the Jesuit Community by sacrificing on food and personal expenditure and through fundraising, we have been able to supply relief materials to the poor and the marginalized people in the neighbourhood to the tune of Rs.7,53,600. By the Department of Business Administration with the help of the Alumni of the same department, rice bags for nearly 50 deserving students' families were given.

Concluding Remarks :

Loyola College, Vettavalam was established in the year 2009 with a stated Vision and Mission. The visionaries behind the origin of this college aimed at providing an educational institution for the marginalized students of Villupuram, Tiruvannamalai and Cuddalore districts who couldn't afford much on education. The fact that this institution is keen on providing equal opportunity to the less advantaged in society is proven by the truth that majority of the students who join this institution come from families with financial constraints. Started with six UG programs, now we offer eight UG and two PG programs. The institution dreams for the holistic development of students .The organogram of the institution clearly shows the efforts taken for the holistic development of students.

With twelve years of existence, the institution is now taking a significant decision towards realizing the Vision with more professionalism, by taking the decision to go for accreditation by NAAC.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting document Any 2 can be considered.
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>37</td><td>122</td><td>40</td><td>50</td><td>37</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>37</td><td>123</td><td>40</td><td>50</td><td>37</td></tr></table> Remark : Input edited as per the given data template , Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years .
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni* Answer before DVV Verification : B. Any 3 of the above

	Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the given observation , Any 2 of the above can be considered.
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected** 5. **Feedback not collected** Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed Remark : As per the supporting documents option C-Feedback collected and analysed may be considered. HEI has not provided supporting documents for communication with the Affiliating University.
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
494	405	449	422	425

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
494	405	437	415	437

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
740	677	607	554	547

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
740	677	607	554	547

Remark : Input edited as per given data template , Average Enrolment percentage .

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
494	405	449	422	425

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
254	228	204	184	186

Remark : Number of filled seat should be less than or equal to seat earmarked, input edited accordingly.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 50 Answer after DVV Verification: 49 Remark : Input edited as per the given observation ,Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year).
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 284 Answer after DVV Verification: 251 Remark : Input edited as per the given data template , Average teaching experience of full time teachers in the same institution .
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years** 3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	10	11	9	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

| 3 | 10 | 11 | 7 | 9 |

Remark : input edited as per the given observation , by considering only workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** 3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
15	34	26	24	28 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
15	30	25	21	12	 Remark : Input edited as per the given observation , Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies .
3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years** 3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
633	826	707	808	733 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
633	826	707	657	778	 Remark : Input edited as per the given observation ,Average percentage of students participating in extension activities at 3.4.3. above during last five years.
4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 34
Answer after DVV Verification: 31

Remark : Input edited as per the given observation, Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**
	4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7370900	15386246	14237862	14103070	15183837

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
41.25	22.76	11.92	48.12	65.30

Remark : Input edited as per the given observation , Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs).

4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**
	4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
130590	136843	129915	35107	54385

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.30590	1.36843	1.29915	0.035107	0.054385

Remark : input edited as per the given observation ,Average annual expenditure for purchase of books/e-books and subscription to journals/e- journals during the last five years (INR in Lakhs).

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
803545	1420579	670603	542917	294788

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.94	5.48	5.05	5.24	2.86

Remark : Input edited as per the given observation ,Average percentage of expenditure incurred on maintenance of infrastructure .

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

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
\|---\|---\|---\|---\|---\|
| 332 | 778 | 876 | 923 | 698 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
\|---\|---\|---\|---\|---\|
136	431	454	283	383 | Remark : Input edited as per the given observation , Average percentage of students benefited by scholarships and freeships provided by the Government during last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
332	778	876	923	698

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
136	431	454	283	383

Remark : Input edited as per the given observation , Average percentage of students benefited by scholarships and freeships provided by the Government during last five years.

| 5.1.2 | **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
\|---\|---\|---\|---\|---\|
332	778	876	923	698	

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
332	778	876	923	698

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
196	277	302	555	243

Remark : Input edited as per the given observation , verage percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
34	45	56	50	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	45	56	49	17

Remark : Input edited as per the given data template , Average percentage of placement of outgoing students during the last five years .

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	31	32	32	32

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	2	2

Remark : Input edited as per the given observation , Average number of sports and cultural events/competitions in which students of the Institution participated during last five years because event organised on same date will be considered as one .

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development**

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	20	19	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	0	1	0

Remark : input edited as per the given observation , As per the supporting documents and Data template, Teachers attending more than one FDP should be counted as one for the year .

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11000000 0	13500000 0	7500000	4300000	1480400 0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
112.05	135.0	157.17	43.00	148.0

Remark : Input edited as per the given observation , Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs). |

| 7.1.7 | **The Institution has disabled-friendly, barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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** |

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the given observation , As per the supporting documents any two may be considered.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1348	1276	1296	1287	1107

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1310	1227	1262	1304	1211

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
494	405	449	422	425

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
270	243	218	196	196

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
387	368	363	409	291

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
387	368	363	409	291

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 50 | 50 | 48 | 51 | 48 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 35 | 49 | 47 | 51 | 47 |

| 2.2 | **Number of sanctioned posts year-wise during last five years** |
| | |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 50 | 50 | 48 | 51 | 48 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 35 | 49 | 47 | 51 | 47 |

| 3.1 | **Total number of classrooms and seminar halls**
Answer before DVV Verification : 34
Answer after DVV Verification : 31 |

| 3.2 | **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 7418314 | 15558211 | 14308261 | 14292425 | 15263378 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 6.57 | 28.67 | 53.10 | 32.52 | 69.83 |

| 3.3 | **Number of Computers**
Answer before DVV Verification : 167
Answer after DVV Verification : 55 |