SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

LORETO COLLEGE

SEVEN SIR WILLIAM JONES SARANI
700071
www.loretocollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Women in time to come will do much", prophesied Mary Ward, founder of the Institute of the Blessed Virgin Mary (IBVM), commonly known as the Loreto order. Her prediction has inspired generations of young women for four and a half centuries and continues to be the motivation behind the everyday activities of Loreto College. As a woman much ahead of her time, Mary Ward faced societal condemnation but her faith was unshaken while on her path to work for the good of womankind and the greater glory of God. Following in her tradition, Loreto College strives to form women of substance and compassion, ready to claim their place in the world.

Loreto College, established in 1912 is a Christian Minority college aided by the Government. A Liberal Arts college, offering undergraduate courses in various subjects, a post-graduate Master's Course in English and a B.Ed. course, there are currently 950 vibrant students. While professional excellence has always been and remains integral to our vision, the College retains with conviction its goal *to form women alive to the needs of our world, with knowledge which gives them the power to act, and motivated by the love, which gives them wisdom in their actions.* 2016 -2017 marked 175 years of bringing Loreto education to the Indian girl child and woman.

In the 107 years of its service to education, the College has moved ahead taking in its stride the developments of the ever-changing world and coping with the challenges it brings. It prepares its students to face global requirements while inculcating a value system that would ensure that they contribute to constructive development by serving the needs of the society. While keeping its vision and mission based on the legacy of its founder, Mary Ward, Loreto College has been innovative, creative and entrepreneurial in its approach to education.

Vision

The College imbibes Mary Ward's core values of Justice, Freedom, Sincerity, Truth and Joy in the educational experience it imparts. Our goal is to equip women with knowledge, determination, wisdom, a sense of purpose and compassion that can help them to respond to the needs of our world.

We believe:

- That every woman must be empowered to achieve her best potential
- That accommodating the needs of the less-privileged aides our vocation to endorse social justice and equity, thus promoting access and inclusivity in quality education
- That our institution must be dynamic and flexible to re-adjust structures and activities in response to the fast-changing environment
- That there is a challenge for alertness at the administrative level in order to make education a meaningful process involving key stakeholders: staff, students, parents and employers

That the importance of human values ought to be prioritized, while students are encouraged to assume leadership as responsible citizens, also committed to academic excellence of college

CORE VALUES

- Appreciation of Divine intervention in life and recognition of values in students' lives
- Perseverance in striving for the *margis*, excellence
- Empowerment of women and commitment to serve society
- Discernment and authenticity in the quest for relevance
- Personal responsibility to facilitate growth for global competencies

Mission

We, in higher education, aim at forming 'informed' and empowered women, sensitive to the needs of the global community who have the highest regard for the values of humanism, professionalism, and social responsibility.

Loreto College has always believed that the very purpose and main function of education is the development of an all-round and well-balanced personality of the students. Through its various initiatives, the College:

- Equips students with the academic training and soft skills necessary to pursue higher education and compete in the professional world.

- To ensure that modern modes of teaching-learning must be balanced with a simultaneous awareness and training in ethics and human values in order to impart holistic education. In this regard, compulsory Value Education classes are held to develop the emotional, social and spiritual aspects that are required for the growth of healthy attitudes, habits, values, skills and interests among students.

- Is aware of its duty to educate the youth on the importance of conserving the environment by encouraging the adoption of a sustainable lifestyle.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Loreto College focuses on quality education for nation-building. It strives to develop all dimensions of the human intellect so that young citizens can help make our nation more cohesive, socially responsible, culturally rich and professionally competent. Keeping this in mind, the College holds regular Value Education classes that are integrated into the curriculum.

- Loreto College is aware of its duty to educate the youth on the importance of conserving the environment by encouraging the adoption of a sustainable lifestyle. The College believes in teaching through practice and therefore attempts to set an example for the students by adopting a number of green initiatives such as conservation of non-renewable energy and waste management.
- With 107 years of commitment to women's empowerment, the first college to be NAAC accredited and the first women's college to secure NIRF ranking in Eastern India, Loreto College, is perceived as an institution of repute. Our students are regular rank holders in university examinations. They progress into the most distinguished institutions of higher education and are employed in reputed organisations in India and abroad.

- The College is strategically located in the heart of the city and has the advantage of connectivity to the modern city life and influence of yesteryear glory. The property on which the College building exists was part of the residence of Sir Elijah Impey, the first British Judge of the Supreme Court. The Indian Museum, Victoria Memorial,the British Council and American Centre Libraries are within walking distance. Owing to the centrality of its location, the institution proves to be easily accessible for visiting dignitaries, resource persons and organizations to conduct programmes.

- The college offers several tailor-made Enrichment Add-on courses to motivate creativity and encourage entrepreneurship in pupils.

- An apolitical Student Council acts as a bridge between the student community and the teaching staff. Heading 20 vibrant societies the Council becomes a training ground for young women making them responsible, efficient, disciplined and well-grounded in life.
- The faculty steadily strives to develop expertise in their area of specialization and in interdisciplinary avenues, enriching the teaching-learning process.

Institutional Weakness

1. We need to make more of an effort to promote research culture among the faculty and students and persevere in the quest for funds for the same.
2. A large number of applications against a limited number of seats in the college in disciplines like English, Psychology, Economics and Geography makes the process of selection of candidates a great challenge.
3. Misconceptions among the public about the study of Liberal Arts compels the college to constantly struggle and assert its relevance.
4. Less number of faculty in some departments and appointment of contractual faculty undermines the smooth working of departments and obstructs effective academic growth.
5. The faculty recruitment process does not assess the skills of candidates in the use of technology. This impedes the effective utilisation of ICT-based education.
6. Consultancy activities by faculty need to be enhanced.

Institutional Opportunity

1. Autonomy for greater academic progress, research, undergraduate inter-disciplinary courses, seminars and the introduction of more post-graduate programmes are opportunities that will enable growth.
2. The longstanding reputation of the College as a premier institution of higher education in Eastern India is an opportunity that must be used to enter into more MoUs and other collaborations at the national and international level.
3. The strategic location and infrastructure available in the college give it the opportunity to use its premises for big events like national and international conferences and cultural activities.

Institutional Challenge

1. Expanding collaboration with other colleges and universities elsewhere in the country and at the international level

2. Establishing linkages with industry
3. Coping with rapid development in the area of higher education, particularly in the area of pedagogy with focus on the use ICT
4. Funds for research and infrastructural expansion
5. Curricular constraints on account of the compulsion to follow a syllabus prescribed by the University of Calcutta. Changes may be suggested through the university system but the process is cumbersome and almost ineffectual.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College works within the prescribed guidelines of the University and makes every effort to complement the curriculum wherever possible. The Choice Based Credit System (CBCS) was introduced by the University in 2018 and is in simultaneous operation with the preceding annual system. All Departments prepare detailed work plans outlining the method and schedule to be followed in the academic year/semester; these are displayed in the classrooms. Teachers are encouraged to introduce innovative teaching methods including experiential learning which facilitates the desire to learn. Every department conducts meetings at regular intervals to evaluate the progress being made, with regard to syllabus delivery and student performance which the Heads brief the Principal regularly. In order to encourage students to apply their knowledge in effective ways, various departments organise inter-college academic festivals. Value-added courses imparting transferable values and life skills are offered to the students; these include foreign languages, Legal Awareness for Women, Spoken Tutorial in collaboration with IIT, Mumbai. Field trips organised by different departments complement the theoretical aspects of curriculum delivery.The College also makes a conserted effort to integrate gender equity and value education into the curriculum. Moreover, the College makes a sincere effort to reach out to slow learners and the differently abled. All departments offer remedial teaching in order to help students perform better academically. Alongside a feedback mechanism on teaching and syllabus delivery, each department also has a suggestion box which the students may use to bring forth their concerns with regard to the overall functioning of their respective departments.

Teaching-learning and Evaluation

Being a renowned Liberal Arts college in Eastern India, Loreto College attracts students from all across the Eastern region of the country, including students from the reserved category, making it a distinctive milieu of culture and cosmopolitanism. The College believes strongly in inclusive education and makes every effort to integerate differently abled students. Such an ambience helps students enhance their social skills while focusing on their respective academic pursuits. The faculty of the College are highly qualified and bring diversity to the teaching programmes by the combining traditional lectures with power-point presentations. They also believe in extension activities keeping with the vision and mission of the College as they seek to go beyond the academic aspects to further strengthen the teaching-learning process. Experential learning, peer-teaching and the use of the 'flipped classroom' method encourages students to think critically and devise learning strategies that are diverse with greater responsibility. While the College adheres to the evaluation norms prescribed by the University of Calcutta it makes an earnest attempt to pursue a continuous evaluation system.In order to understand the progress of students and address their shortcomings with assignments, tutorials, group discussions. Class tests are organised by the teachers to carry out regular performance appraisal of the students. The Course Outcome, Programme Outcome and Programme-Specific Outcome prepared by departments

highlight the prospective outcome of the courses giving the students an idea of what to expect of their chosen courses and give the teachers an opportunity gauge their performance with regard to syllabus delivery. Slow learners are encouraged to seek help through remedial teaching, while cognizance is taken of advanced learners by recognizing their merit especially during the annual Awards ceremony. A mentoring programme is carried out to reach out to students beyond the academic. The College has a healthy mentor mentee ratio. Mentoring is also undertaken by all the teachers of the various departments in order to encourage and assist students address issues relating to undue emotional and physical stress and all other problems affecting mental health.

Research, Innovations and Extension

The College facilitates an environment for the active exchange of ideas and encourages discussions and innovations among faculty and students. The A.P.J Abdul Kalam Research Cell was inaugurated in 2017. Research presentations by faculty and students are organised on a regular basis by the Research Cell of the College. Members of the faculty publish papers in leading national and international journals, have authored books and contributed to prestigious publications. Excursions and field trips also form an important part of the practical learning experience. The College has entered into fruitful MOUs with The Bhawanipur Education Society College and West Bengal State University.

Being located in the heart of the city the College is actively involved in the community life of the area. The various societies of the College such as NSS, Social Service Society, Leadership Training Services help organise blood donation camps, slum camps, visits to NGOs and homes for the aged and promptly come together to provide relief in times of natural calamities. The College has also received several awards and recognitions for its contribution to community service.It is mandatory for all outgoing students to do a stipulated number of hours of community service.

Infrastructure and Learning Resources

The development policy of the college is to create and enhance environment-friendly infrastructural facilities to promote an appropriate teaching-learning ambience. In order to support an effective teaching-learning process, the students are provided with access to an open-shelf automated College Central Library and a separate Library for the B.Ed. and Master's course in English using Integrated Library Management System (ILMS), a fully computerized integrated Open Source Library management software Koha Version 3.22.01.000 and Radio Frequency Identification Devices(RFID) system. Faculty members and post graduate students also have remote access to digital resources through INFLIBNET (N-LIST). There are also special departmental libraries, two Computer laboratories, a Psychology laboratory, a conference room, a students' common room, infirmary, gymnasium, canteen, a hostel and a well equipped, sound proofed Media Lab which has facilities like a language lab, CDs from EFLU Hyderabad to improve pronounciation and Face To Face . The faculty are encouraged to use and integrate enhanced ICT facilities such as Wi-Fi connectivity and smart classrooms in their regular method of teaching. A Management Information System is in place for online admissions, marks and attendance entry, salary slips, leave and feedback questionnaires for stakeholders. A system of Biometric attendance is has been introduced for the faculty and for students of the B.Ed. department.

In its quest for expansion within the limited infrastructure, the College has constructed and inaugurated a new wing, the Mary Ward-Lady Aruna Paul Wing. The College has plans for the construction of cantilever classrooms in order to meet the demand for space. Regular maintenance and upgradation of existing facilities are diligently looked into, by the administration.

The College also has physical facilities like an airconditioned concert hall, auditorium and conference room and common rooms for academic conferences, sports and cultural activitiues which form a very important part of college life.

Student Support and Progression

Students of the College receive scholarships and financial assistance through various schemes of the National and State Government and through special awards instituted by donors. The College offers a number of capability enhancing enrichment courses such as bridge courses, calligraphy and cursive writing, music, GIS, AV Media and Marketing Communications, Self Defence and compulsory Value Education. Students are provided career guidance and have access to various statutory bodies such as the Students Welfare and Grievance Redressal Cell, the Internal Complaints Committee and an Anti-Ragging Cell.

Our students pursue higher education and find their place in the professional world. Students have enrolled in institutions of national and international repute such as TISS Mumbai, JNU Delhi, Delhi School of Economics, Jamia Millia Islamia University,Symbiosis Pune, ICFAI Business School - Hyderabad, Victoria University, New York University etc. In the professional sphere, our students have made their mark and are employed in various schools across the country and corporate housessuch as TCS, ITC, Indigo,Cognizant etc. There is a Placement Cell that invites companies to come on campus and interact with the students before they graduate.

The Loreto College Alumnae Association since its inception in 2000, contributes to college life through reunions, awarding prizes to outgoing students, enabling NGOs and women entrepreneurs on an annual Open Day to showcase their activities. They also organize seminars, workshops and panel discussions, inviting eminent personalities and alumnae achievers to interact with the students and faculty.

Governance, Leadership and Management

Loreto College aims to realise its educational vision and mission through an ordered organizational structure, systematic development and implementation of its plans. With the decentralized management, the staff in a number of committees are entrusted with planning and execution in different areas of institutional life. The introduction of new courses, the up-gradation of infrastructural facilities, resource mobilisation and plans for the utilisation of funds, are discussed in a participatory mode.

The student-body functions within an ordered organisational structure. The Student Council headed by the Student President and Vice-president works with the society heads of the 20 student societies of the college. The faculty act as Advisors of the Societies and work in close collaboration with the society-heads to enable the smooth organization and execution of co-curricular programmes. The Student President and Vice-president are part of various Academic and Administrative Bodies of the College.

Quality-enhancement measures adopted by IQAC depend on suggestions invited from all sections of the college community. A spirit of dialogue maintained at every level of the institution, has enabled the college to be open to innovation and adaptation. The management encourages and supports the staff in their efforts at

professional self-development, commissioning them to attend courses, or organize seminars and workshops within the institution. Financial records are meticulously maintained and regularly audited.

Institutional Values and Best Practices

The creative and sensitive approach of the College coupled with the desire to accommodate change helps create an ambience conducive for the holistic development of students. While the College encourages academic excellence it lays great emphasis on personality development and community service. The College strives to become an inclusive space, providing equal access to the differently-abled. the College has a barrier-free campus. A special mention ought to be made of Kalakriti, a programme to showcase the talents of the differently-abled and provide a forum for theoretical discussions on inclusive education.

Conscious of its duty towards the environment, the College encourages the adoption of a sustainable lifestyle by using alternate energy initiatives like solar panels and by replacing flourescent tube lights and incandecent bulbs with LED . It believes in teaching through practice and therefore attempts to set an example for the students by adopting and encouraging a number of green initiatives, the infrastructure for vermi composting has been successfully installed and the first batch of vermi compost has been put on sale. The College is also consciously working towards reducing the use of paper, reparing and recycling of laptops and computer hardware and managing e-waste.

 The importance of service to the community is inculcated in students through regular Value Education classes, which encourages them to look beyond themselves and work for the welfare of humankind. The Principal of the college conducts value education classes once a week with every batch of students and endeavours to impart life skills to students in a technology driven world. These classes emphasise the need for integrity, morals, ethics, commitment to service, respect, discipline and human values; at the same time it also cultivates confidence in students and teaches them to deal with real life situations and to cope with anger and stress.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LORETO COLLEGE
Address	Seven Sir William Jones Sarani
City	KOLKATA
State	West Bengal
Pin	700071
Website	www.loretocollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sr. Christine Coutinho	033-40055712	9874562153	033-2265344 4	loretocollege1912 @gmail.com
Associate Professor	Sharmila Mitra Deb	033-40728027	9830240581	-	sharmilamitradeb @yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Roman Catholic
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	02-02-1912

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-06-1999	View Document
12B of UGC	28-06-1999	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-11-1998	12	Validity is extended every year Next validation due in April Two Thousand Twenty

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)?	Yes
If yes, date of recognition?	23-05-2006
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	Seven Sir William Jones Sarani	Urban	11129	3773.224

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,English Honours	36	Class XII	English	50	43
UG	BA,Education Honours	36	Class XII	English	50	42
UG	BSc,Geography Honours	36	Class XII	English	25	22
UG	BA,Geography Honours	36	Class XII	English	5	3
UG	BA,History Honours	36	Class XII	English	50	44
UG	BA,Political Science Honours	36	Class XII	English	50	43
UG	BSc,Psychology Honours	36	Class XII	English	12	12
UG	BA,Psychology Honours	36	Class XII	English	18	17
UG	BSc,Economics Honours	36	Class XII	English	30	24
UG	BEd,Bed	24	Graduation	English	50	45
UG	BA,English General	36	Class XII	English	100	78
UG	BA,Education General	36	Class XII	English	100	87
UG	BSc,Economics General	36	Class XII	English	60	49
UG	BA,History General	36	Class XII	English	100	76
UG	BA,Geography General	36	Class XII	English	25	8
UG	BA,Political Science	36	Class XII	English	100	91

	General					
UG	BA,Psychology General	36	Class XII	English	30	21
UG	BA,Hindi General	36	Class XII	Hindi	30	11
UG	BA,Bengali General	36	Class XII	Bengali	30	4
UG	BA,Journalism And Mass Communication	36	Class XII	English	60	57
UG	BA,Human Rights	36	Class XII	English	40	39
UG	BA,Film Studies	36	Class XII	English	30	8
UG	BSc,Mathematics	36	Class XII	English	60	25
UG	BA,Sociology	36	Class XII	English	50	46
UG	BSc,Statistics	36	Class XII	English	30	23
PG	MA,M A English	24	Graduation	English	25	24

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				1				12				27
Recruited	0	1	0	1	0	12	0	12	3	24	0	27
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	8	6	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	8	0	2	8	0	19
M.Phil.	0	0	0	0	2	0	1	5	0	8
PG	0	0	0	0	2	0	0	11	0	13

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	8	10	0	18

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	0	0	0	0	0
	Female	846	59	0	0	905
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	44	1	0	0	45
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	0	0	0	0
	Female	8	2	12	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	17	18	25	15
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	8	6	16	9
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	287	320	328	281
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		320	346	381	318

3. Extended Profile

3.1 Program

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

Response: 174

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	18	17	16	16

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
921	978	866	753	741

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
328	321	251	210	263

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	38	37	37	37

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	38	37	37	37

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
130.17	125.89	603.17	73.71	74.11

Number of computers

Response: 87

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:

Loreto College is affiliated to University of Calcutta and makes every effort to deliver the syllabus effectively. Detailed lesson plans and reading lists are put up on the college website and class notice boards. A timeline for the entire academic year is provided to the students. An orientation is given to students at the beginning of the academic year to clearly state the methods of curriculum delivery.

Keeping the objective of academic excellence with all round development in mind, teachers are given sufficient freedom to introduce and implement innovative teaching- learning methods. Access to an excellent library with digital resources, a media lab, free Wi-Fi and a computer laboratory equipped with the latest in information technology assist the teachers in preparing their lessons and lectures. Student participation is greatly encouraged and the classroom teaching is designed in a way that invites questions and critical responses. Regular internal assessments and assignments are conducted to help students connect with the curriculum. Guest lectures and talks by specialists are regularly arranged by the respective departments. Remedial teaching is carried out to support weak students.

Each Department holds regular meetings to discuss the functioning of the Department and to formulate future plans. Departments maintain minute books and record books to document activities. The special activities of the college are also posted on the college website. A daily diary is maintained where the events and instructions for each day are recorded by the Principal including programmes related to effective curriculum delivery.

Adequate steps are taken for the efficient and planned implementation of the curriculum. Prompt recruitment of teachers, promotion of a positive work culture, adherence to institutional vision, staff development seminars, supervision and review through departmental meetings, student-parent-faculty interface sessions as well as the Principal's meetings with the departments are some of the ways which aid in effective curriculum delivery. The different departments, with the support of the college, organise talks, national and international seminars in collaboration with UGC and other national research bodies and university departments. The seminar proceedings and publications are accessible to students, faculty members and for public circulation enabling to further research. Research is encouraged in both teachers and students. The institution also has a Dean of General Studies who ensures that elective subjects are not neglected and closely monitors the performance of students in the same. The Heads of Departments interact with the Principal on a routine basis regarding methods adopted for and progress made in curriculum delivery.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 9

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	0	2	1

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Details of the certificate/Diploma programs	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 10.42

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	1	1

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 1.15

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

Response: 2

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

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

Response: 61.54

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

Response: 16

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 78.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
773	706	645	669	543

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Loreto College has a vision statement of promoting social equality and justice and prioritising the practice of human values. The college has integrated the discourse of Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum in different ways.

Loreto College has weekly classes on Value Education. The Principal addresses students regarding contemporary issues, using this platform to inculcate ethics and moral values. These classes are secular, as religious instruction is given separately to Christian students. Soft skills, professional and life skills are addressed in these classes.

The B.Ed course and the Post Graduate Course in English deal with Gender discourse as part of the respective syllabi but there is a sustained effort to perpetuate these discourses through workshops, seminars and experiential teaching. The environment is also the focus of some sections of courses in Geography and Human Rights, but there is also a compulsory course on Environment Studies. Moreover, an active WE Nature Society supplements the values of respecting the environment through various programmes.

Different departments contribute to integrating cross cutting issues related to these fields. The Political Science Department gave a presentation regarding civic duties and responsibilities and the election process in India. The Geography Department has hosted workshops on relevant topics like Disaster Management and Sustainability. The Psychology Department organizes Kalakriti to encourage inclusive education among students and to integrate differently-abled children. The English and B.Ed. Departments invite speakers to deliver talks related to Gender.

The Placement Cell of the college actively promotes internships giving women students an experience of the workplace and the need for developing Professional Ethics and Values. Students and staff are informed by invited resource persons about sexual harassment in the work place and the options available for dealing with such issues.

The Leadership Training Service, AICUF and the Social Service Societies help with blood donation camps, visits to old age homes and orphanages and organize charity drives to bring home to students an awareness of the disparity in the incomes of people in India and to bring about a realisation of their moral and civic responsibility to those less fortunate. The National Service Scheme Society takes up a number of projects and hosts training camps.

The Principal and the WE Nature Society are dedicated to setting up a green campus. They have also

implemented the process of composting biodegradable refuse and generating organic vermi-compost which is offered for sale at a low price to parents and well-wishers. This also stimulates entrepreneurial skills among students. Solar panels have already been set up on the roof and an underground water harvesting tank in the college lawn is in process.

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

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

Response: 7

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

Response: 7

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 27.14

1.3.3.1 Number of students undertaking field projects or internships

Response: 250

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and

5)Parents for design and review of syllabus-Semester wise/ year-wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 6.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	65	69	64	42

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 77.09

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
318	381	346	320	294

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
440	440	440	415	415

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

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

Response: 62

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	53	26	33	37

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

2.2 Catering to Student Diversity

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

Response:

Departments devise ways of assessing the learning level of students prior to the commencement of the academic programme. Pre-admission counselling is offered and students are oriented regarding the mode of assessment and evaluation methodologies. Post- admission, students are apprised of the newly introduced CBCS system and guidance is offered in selection of courses depending on the future career plans of the students.

Students are evaluated on the basis of a preliminary examination to ascertain learning abilities and prior knowledge of the various subjects. Quick and articulate learners are identified through performance in examinations, class-room interactions and grasp of concepts. Under the new CBCS system, one tutorial period per week for each course is mandatory and is employed to understand the strengths and weaknesses of the students. Some departments conduct Bridge Courses for the First Year students to facilitate the transition from school to an Honours course and also to equip them with certain tools and knowledge that might not be directly part of the syllabi. An evaluation test on Bridge Courses is conducted and parent-teacher meetings are held for the weak performers.

Once the advanced learners and slow learners have been identified, the departments attempt to customise their classes, lectures and assignments keeping in mind the different learning abilities of the students. Regular mentoring sessions are given to advanced learners and they are encouraged to cultivate their research skills by undertaking independent research exercises. Advanced learners are encouraged to publish student papers in peer-reviewed journals or make presentations for the Research Cell. A number of prestigious scholarships and awards have been instituted over the years to encourage and support

meritorious students.

Initiatives are taken by the teachers to engage advanced learners in self-study in the well-stocked library which accords the students the freedom to explore areas beyond the prescribed syllabi. Library orientation is conducted for all the students after admission; departments also have seminar libraries for subject-specific resources.

Constant encouragement is given to students to participate in both intra-college and inter-college workshops and seminars to help acquire diverse and interdisciplinary perspectives. The 'flipped classroom method' is employed to provide wider opportunities for students to assume greater responsibility and exercise diverse learning strategies. Advanced learners are offered independent learning worksheets along with extensive use of technology in the Department of Computers.

Regular remedial classes and mentoring sessions are held for slow learners who submit written assignments to the teachers to chart their progress. Audio-visual instructional strategies are provided and they are asked to do 30 hours of extra library work to improve quality. Many departments adopt the 'buddy system' and peer-teaching to facilitate greater understanding by the slow learners and to promote more classroom interaction and interdependence. Peer-mentoring is carried out by assigning the roles of group leaders to advanced learners - a strategy which has been effective for both advanced and slow learners. Self-evaluation also motivates the students to do better. The students meet faculty and the Principal on a regular basis to discuss their academic progress.

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

2.2.2 Student - Full time teacher ratio

Response: 21.42

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.33

2.2.3.1 Number of differently abled students on rolls

Response: 3

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem

solving methodologies are used for enhancing learning experiences

Response:

Students are the primary focus of the college curriculum and a variety of methods are employed to make the learning process dynamic and effective. Supervised Research Cell presentations, class presentations, group discussions, peer-teaching, panel discussions, term papers, wall journals, topic-centred debates, role-playing, quizzes are some of the common methods used across departments to make learning more inclusive and student-centred.

The Departments of English, Psychology and Bengali screen films to complement their respective learning objectives and hold post-screening discussions as well. Empirical research and review of articles are encouraged by the faculty for those students who show the aptitude and ability to undertake research in addition to the workload of the curriculum. In the Department of Geography, students are assigned projects by the teachers which enable them to acquire a holistic knowledge on the subject. The problem-solving skills of students are cultivated in the departments of Geography, Psychology, Economics and Mathematics through mind-maps and quizzes. The Department of Human Rights has conceived of 'Human Rights Expression', a creative platform through which students are encouraged to put forward their views openly on current human rights issues pertaining to LGBT community, child sexual abuse, mental illness, transgender issues, eve-teasing, right to education. The Department of Political Science organises mock-parliaments to encourage students to participate in healthy discussions on contemporary issues. Street Plays are also frequently organised by the Departments of Political Science and Human Rights. In the Department of Bengali, audio-visual cassettes are played to assist students to gain an in-depth understanding of the use of songs in Tagore's plays. The Department of History organizes and hosts *Historia*, an annual inter-collegiate event aimed at honing the skills of students as debaters and researchers of History. In the Department of Journalism & Mass Communication's media-lab, students have access to computer where they design newspaper page using QuarkXPress, a desktop publishing software and write reports, features, editorials and articles.

Experiential learning methods are also integral to the learning-teaching process. The Department of Geography organises field trips in addition to the syllabus requirements. *Kalakriti*, organised by the Department of Psychology, is an opportunity for experiential learning for the students as they interact with children across different levels of disability. This helps sensitise them toward the need of such children and develop empathy for this population as budding psychologists. In 2018, the students of third year Psychology Honours visited a Human Resource Management firm where they were given exposure to the practical aspects of human resource development and management, assessment using psychometric tests and training. The Department of Bengali conducts study trips to Santiniketan and Visva-Bharati and to a few heritage sites in the city to impart a sense of the interrelatedness of literature and culture. The Department of English organised a poetry writing workshop and a study trip to Jadunath Bhavan Museum and Resource Centre for the students of the Post Graduate Section where they were able to access newspapers and other archival material related to Partition Literature.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 43

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 21.42

2.3.3.1 Number of mentors

Response: 43

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

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation and creativity has consistently been a hallmark of the teaching-learning process at Loreto College in keeping with the institution's vision of imparting a holistic education to its students taking cognizance of their responsibility of assisting the less privileged sections of society. All students of the college are encouraged to read and think beyond the prescribed syllabus and have a holistic perspective regarding their academics. The academic calendar bears testimony to the number of interdisciplinary lectures, workshops and programmes organized for the students. A Public-speaking course was held for SC, ST and the minority communities to enhance confidence levels in economically and socially disadvantaged students. Spoken Tutorials in collaboration with IIT Bombay are held every year. Open book tests and assignments are held to test conceptual knowledge rather than learning by rote. A student paper is always included in the peer-reviewed English Department journal *Critical Imprints* to encourage student research and independent, critical thinking. The Poetry Forum is a platform for students of all disciplines to showcase their creative skills in writing poetry and their poems are published in a volume designed completely by the students. Street plays, Mock Parliaments and debates on political and social issues are organized throughout the year by the Political Science Department. The History Department offers a Heritage Course outside regular college hours to create interest in the emerging field of Heritage

and Conservation studies. The Bengali Department also organizes excursions to places of literary and historical interest like Rabindranath Tagore's house to inculcate a greater interest in the subject. Peer-teaching and thinking 'out of the box' is greatly encouraged and students write projects on topics specifically outside the syllabus to foster in-depth knowledge rather than collection of information. The B.Ed Department has the opportunity to experiment with different teaching pedagogies to facilitate innovation. Instruction to conduct interesting Value Education lessons at the school level, not a part of the prescribed syllabus, is an initiative of the college, much appreciated by school administration. The pedagogy courses offered here involve the development of creative and innovative lesson plans and teaching-learning material by the trainee-teachers under the guidance of faculty. The students develop innovative ideas to design a wide variety of teaching tools for their classes, such as games, worksheets, crossword puzzles, charts, posters and hand-crafted models. Wall magazines and WhatsApp groups for participative exchange of knowledge also enhance the teaching-learning process.

Visiting Professors expose the students to lateral thinking; classroom group evaluations help broaden and clarify new avenues proposed by visiting speakers.

File Description	Document
Any additional information	[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 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 49.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
24	19	17	18	18

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 16.05

2.4.3.1 Total experience of full-time teachers

Response: 690

File Description	Document
Any additional information	View Document

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

Response: 10.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 2.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college has a robust Continuous Internal Evaluation System (CIE) comprising of its own evaluation system in addition to the one prescribed by the University of Calcutta.

In the last five years there have been some changes in the mode of continuous internal evaluation under the Choice Based Credit System (CBCS) introduced by the Univerity of Calcutta from 2018. According to the new scheme, internal assessment for practical subjects has a weightage of 20 marks in a 50-mark paper which is split into 10 marks for attendance and 10 marks for internal evaluation. For theoretical subjects it is 35 marks in a 100-mark paper which is split into 10 marks for attendance and 10 marks internal assessment and tutorial / project is 15 marks. Evaluation in a continuous mode has helped improve student regularity and participation in practicals as there are marks for each class attended and assignments completed. Each department has worked out the details of how the CIE will be carried out taking care that learning objectives are achieved through the different assignments.

For the Three Year Undergraduate Programme (2014-2019)   CIE modalities involved emphasis on Selection Examinations conducted roughly 2 months before the students' final university examinations. The students' performance in this examination along with their regularity of attendance (minimum 75%) determined whether or not the student can appear for the final examination.

The College, as mentioned at the onset, has its own methods of CIE that effectively compliments the system put in place by the affiliate University. It is used by the college as a means of assessing whether learning outcomes for all courses are being achieved. It also provides an opportunity to re-look at and modify teaching strategies if the students are not performing well.

Group projects and presentations which aim at fostering peer learning and mentoring are encouraged. Regular written work is given in tutorial classes. Short tests are taken by departments. Mock practical exams are conducted.   Records of tutorials, mock practicals and tests is documented and analysed. Internal exam question papers are discussed in class so as to help students to understand their weaknesses in responding to evaluations. All this has helped students cope with examination anxiety; it has also aided in enabling students grow in confidence and strengthen their foundation in the subjects chosen to study. Their performance in University exams has since improved .

A very effective mechanism built in the CIE system is the involvement of parents.   The parents of

students falling short of attendance or doing poorly in internal assessments are asked to attend a parent teacher meeting in order to dicuss their wards. Involvement of parents has helped the college yield positive results in making the CIE system effective. The well structured mentoring system in the college has also enhanced the effectiveness of the CIE system.

Notably the CIE does not only help identify weak students but also brings out high performers who are channelised in the direction of greater academic growth by the departments and the mentors.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Before the academic session begins, teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation. Further, the teachers of the college recommend a basic structure for the continuous internal assessment of theory and practicals with guidelines for dealing with absenteeism. The faculty members however have a certain amount of flexibility in deciding on the nature of assignments so that creativity is not compromised. Dates for the tests/submission of assignments are announced by the faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and the marking pattern is discussed. The students are encouraged to clarify their queries and doubts through questioning. The internal assessment marks which are always declared within 3 weeks of the last examination are put up in the classroom of the respective departments. Marks are made availabe online for the students. Transparency and security of evaluation system is ensured. Students are also assessed by the teachers based on their participation in the class. Assessment includes presentations, tests, assignments and projects by students who are mentored by teachers at regular intervals with feedback.

In the Department of English for example, peer evaluation is also employed by teachers to empower and enable students to help each other particularly in areas where creative and original thinking will benefit them. Group assessment is conducted by teachers when students are assigned group presentations on curricular and co-curricular, academic topics.

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

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

Response:

The college provides all the necessary support if students want to apply for re-evaluation of examination paper/s, or for a change in registration information, or correct errors on registration cards, admit cards or

mark sheets. Following the RTI Act, students under the aegis of the University of Calcutta can also apply for a self-evaluative scope of looking at their answer-scripts (without re-evaluation). The college assists in case of inadvertent typographical errors concerning examinee's name, roll number, subject or marks as well as any difficulty faced during University registration process. The administrative staff and the Head of each department help the students to procure the relevant application form and help in filling it up, forwarding it to the specific departments at the university, along with necessary information about paying the fee and the documents to be enclosed. The college administrative system helps the students in every way to apply to the university with their queries and grievances in the proper format. All the procedures are conducted within the time frame provided by the Controller of Examinations, University of Calcutta. If a student fails to appear for any university examination, the college provides the necessary support to apply for supplementary examinations or examinations in the alternate cycle of any semester. In case of the continuous internal evaluation system in the college, the administrative and teaching staff of the college is always open to the students' queries about attendance and other relevant issues related to any internal examination. If a student fails to appear in any Internal Examination, necessary preparations are made by the teaching staff to conduct a different or separate evaluation for the absentee candidates. After internal evaluation, every examination paper is shown to the candidates and discussed. Remedial teaching is also carried out where necessary. Results of examinations conducted by the college as CIE are published on the website, as per schedule. Any error or discrepancy noted and reported by students and teachers are immediately taken care of, by the teaching and administrative staff and also the technical computer operating support system of the college.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The College follows the academic calendar of the University of Calcutta. Every new academic year begins in July and ends in June. The Continuous Internal Evaluation process of the college is scheduled and coordinated with the university calendar for final projects, viva-voce, practical examinations, internal theoretical assessments and end-semester theory examinations.

The annual system of curriculum till 2018 involved weekly tutorials, annual examination, selection tests before the candidates would be sent for their final university examinations. Internal practical examinations for various subjects were also conducted by the respective departments according to the guidelines of the university. In the newly-incorporated CBCS, curriculum involves continuous evaluation through tutorials, projects, related viva-voce, selection tests before the final end-semester examination. Usually, undergraduate university examinations are held between March to September every year and the internal assessment examinations of the college are held from November to April, in coordination with the academic calendar of every class and every subject. At the beginning of the academic year, a calendar with the CIE and university examination dates, are circulated which is acted upon.

In the B.Ed. department, CIE is conducted by individual teachers in the form of tutorials, home assignments, seminar presentations which are evaluated and feedbacks are given regularly. Remedial

classes are also provided as and when necessary. The two-year B.Ed. course, follows an exclusively designed curriculum and calendar prescribed by the University of Calcutta. Semester 1 (First year) and Semester 3 (Second Year) happens parallel to each other, while in the next span, Semester 2 (First year) and Semester 4 (Second Year) happens correspondingly. Internal assessment and end-semester examination happens in the procedure constituted by the NCTE and the university for the B.Ed. Internal assessment and selection examinations along with practicals and viva-voce are conducted in the college, while the final end-semester examination is taken by the students in a different allotted centre.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

After the completion of the admission process, the institution organises an Orientation Programme on a fixed date and time for the first year students. This programme begins with an address by the Principal, informing the students about the Vision and Mission of the college and how students can realise the high ideals, goals and objectives stated therein. The institutional orientation is followed by individual departmental orientations where the Heads of Department communicate to the students the syllabus / curriculum as well as emphasise on the POs, PSOs and COs of the concerned discipline. These are also uploaded on the website. This helps the students to acquire a sense of the scope and content of the discipline and the possibilities for employment, further studies and research that the discipline has to offer. Further, in the first few classes of the semester/session individual teachers elaborate at length on the desired learning outcome of the particular course that they are responsible for. This is further reinforced by the teaching plans of respective teachers displayed on the students' board in every department. These measures ensure that synergy is achieved between learning outcome and learning objectives. In a generic sense, all courses and programmes impart comprehensive knowledge, critical ability among students, interdisciplinary approach to widen knowledge base, equip students with the spirit of social welfare and generate a passion for research and inculcate realisation that learning is a lifelong process.

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

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

Response:

The college has a number of distinguished alumnae and every year the Loreto College Alumnae Association (LCAA) confers an award to the best General Course student. In addition, on International Women's Day every year, the Lakshmi Chatterji Memorial Award is conferred on an Alumnus of the college who has worked in the area of Social Work, especially the empowerment of women. Recent awardees include Sunanda Bose of All Bengal Women's Union who has worked for the rescue, shelter and rehabilitation of victims of trafficking and Anuja Gupta, founder and Executive Director of the Rahi Foundation that works towards prevention and intervention in the area of incest and child sexual abuse.

Alumnae are regularly invited to give talks and conduct workshops in the various departments. They are also Guest Faculty for the M.A course in English and provide valuable feedback regarding the skills of recent postgraduates.

The departments track how many of the students who successfully complete the course seek employment or go in for higher studies. Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the CIE as well as additional quizzes, tests and assignments which are periodically given to students.

The attainment of learning outcome in terms of POs, PSOs and COs are evaluated by the institution through university examinations where they have to appear for written exams as well as viva voce/practical examinations for lab based subjects. Continuous internal assessments in form of home assignments, tests, presentations, tutorials, group discussions, mid-term and selection examinations are conducted to assess teaching-learning efficacy. Extra library hours and re-tests for students who fair poorly in internal assessments and have low attendance help in augmenting their academic performance. There are a number of student centric activities like participation in research projects, practical/field based work, mock parliaments, debates, quizzes and presentation of papers in inter-college and national seminars which enhance their awareness about latest research and encourage them to explore beyond the syllabus. There are parent teacher meetings, on-line student feedback systems which enrich the teaching-learning process. Students are encouraged to undertake internship in different organizations which increase their future employability. Students have secured admission in elite universities in India and abroad and have also got jobs in distinguished organizations. Distinguished alumni of the college are invited to deliver special lectures and conduct workshops. Some distinguished achievers have been recruited as faculty across departments.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 93.83

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

Response: 304

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

Response: 324

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.44

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 2.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.17414	1.22	0	1.2

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

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

Response: 0.23

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

Response: 2

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

Response: 43

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Dr. A.P.J. Abdul Kalam Research Cell was inaugurated in 2017-18 in order to create an ecosystem which will facilitate research and other innovative practices by the students and faculty. This is used as an incubation centre for the exchange of ideas and transfer of knowledge between faculty members and those involved in the activities of the Research Cell as well as with the students. The faculty members encourage the students to come up with research ideas and guide them so that they can present their research findings in front of their classmates and teachers. This equips them to develop skills such as ability to think through a problem, do field or archival research and communicate their findings in a coherent manner.

Transfer of knowledge is also facilitated by field trips, educational excursions to places of literary and historical relevance, seminars, workshops and special lectures.

The Department of English has a peer-reviewed journal *Critical Imprints* and it is a policy of the editorial board to publish one article by a student in every issue of the journal to encourage student research.

Students are also motivated to attend national and international conferences to present their research. For example, one student of the Post Graduate English course was guided by faculty members to present a paper at the 47th Wordsworth Summer Conference in Cumbria, U.K.

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

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 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	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last

five years

Response: 0.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	2

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

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

Response: 1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	8	11	3

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

3.4 Extension Activities

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

Response:

The Social Service Society of the College organizes bi-annual **blood donation camps** to aid in fighting ailments such as anemia, chronic renal failure and iron deficiency which can be treated with blood

transfusion. On an average 80 volunteers have participated in the programmes.

TB Seals Campaign is organized in collaboration with the West Bengal Tuberculosis Association. The college helps in mobilizing funds and its effort has been recognized.

In the **Soap Drive** the students donated cakes of soap to the poor and especially to the pavement dwellers in the neighborhood and also organized hygiene camps for the underprivileged children in the neighborhood: student volunteers educated the children about good hygiene habits. Volunteers thus became aware of the poor hygiene conditions that are still prevalent in their neighborhood and learnt techniques as to how to create awareness among the underprivileged.

Slum camps are organized annually by the student volunteers of National Service Scheme Society of Loreto College. A slum is chosen within a radius of 8km from the college. Students perform various activities in the slum such as teaching English, Mathematics and art & craft, health and hygiene measures, particularly to the slum children and young adults. Student volunteers learn about the necessity of imparting basic, environmental and health education to the underprivileged for their individual as well as for holistic development and the values of working collectively with peers.

The students of Loreto College organized free **Health Camps** for the benefit of the support staff and for those who stay in the neighborhood. The programme included weight, blood pressure and random sugar measurement, lipid profile test, ECG and general medicine advices. The students learnt the value of giving back to the society and tried to ensure that everyone irrespective of their economic or social status could get access to the minimum medical facilities to lead a healthy life.

St. Joseph's Old Age Home Visit: Students visited St. Joseph's old age home to spend quality time with the inmates. They spent the whole day interacting with the inmates, served them food, cleaned their rooms, wrote letters for them and read from books to them with great affection and care. The interactions with the residents helped students to become aware of the social evils, maltreatment and utter neglect often meted out to the elderly and the necessity for compassion and care for them.

Swachh Bharat Internship - a 100-hour summer internship program undertaken by students of Loreto College at Jagannathpur Primary School in Shibrampur, Ashuti-II, Gram Panchayat at a distance of 15.6 km from the college. The internship included various awareness programmes, cleaning toilets and class rooms, teaching children on environment, wall painting etc.

In the light of dengue reaching almost epidemic proportions in Kolkata in recent years, the NSS Society of Loreto College organized a **Malaria and Dengue Awareness** programme in collaboration with South Asian Medical Students' Association (SAMSA). Invited resource persons addressed the students on the various ways in which these diseases spread and the possible ways of prevention.

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

3.4.2 Number of awards and recognition received for extension activities from 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 /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

Response: 48

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	11	11	7

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids

Awareness, Gender Issue, etc. during the last five years

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
921	978	866	753	741

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

3.5 Collaboration

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

Response: 73

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	17	16	17	10

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

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

Response: 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 (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	0	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Loreto College has a system wherein a supervisor and carpenter oversee the maintenance of physical infrastructure, while the head of ICT co-ordinates the maintenance of hardware and software.

AMCs for all computers / laptops and servers including Library automation system as well as maintenance contracts for anti-virus software and reprographic machines are in place. Gym equipment, biometric system, generator, elevator, air-conditioners, water coolers and water purifiers are also under AMC.

The ambience in the two open shelf libraries with their alcoves for students and staff are conducive to study and reference; students can access e-books and e-journals in the computer section of the Central library. Well-thumbed books are bound and maintained.

All class rooms in the college are spacious, bright and well ventilated. Each Department has been allotted classrooms with adequate seating arrangements for students as well as for teachers and a white board mounted on the wall. 14 class rooms have Smartboards; the Concert Hall and auditorium also have mounted projectors. In addition, the institution has10 movable Projectors. Each Department as well as the IQAC Coordinator and PG Convenor are provided with a laptop. At present there are 32 laptops. This liberal arts college also has a total of 55 desktops; ICT facilities are used both by faculty members and students. Internet facilities which include both Wi-Fi and Broadband services are available in 4 laboratories in the college.

Other physical facilities available in the institution include:

Printers : 10

Scanners: 4

Cameras: 3

Pen drives: Adequate numbers

Hard disc/Hard drives: 2

Whiteboards: 1

Splitter: 1

GIS software has been installed in a total of 6 laptops and 12 desktops (Department of Geography)

The Psychology laboratory has adequate instruments and up-to-date software practical programs on 6

laptops.

Each department has its own library (Seminar library) from where students can issue books in addition to those taken from the Central library. Storage facilities for departmental material are also provided. Likewise, display boards depict teaching plans and relevant matters pertaining to the respective disciplines.

Each faculty member is provided with a locker. Likewise students are assigned lockers to keep their study material. Further, students have individual seating arrangements in class rooms either with a desk and chair or a chair with writing facility.

File Description	Document
Link for Additional Information	View Document

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

Response:

Loreto College has facilities for sports, games (indoor, outdoor), gymnasium and cultural activities.

Sports Facilities:

The College has a lawn which is spacious enough to hold athletic events such as shot put, discus, long jump, high jump, relays, much-enjoyed staff vs students badminton matches and tug-o-war. There are two common rooms -cum-sports rooms with an area of 690 sqft each, which have adequate furniture for storage of sports equipment. The college also shares badminton, throw-ball and basketball courts with the Loreto school housed in the campus. Indoor sports facilities like chess, carom, table tennis, scrabble, etc. are available.

All students of the college are members of the Games Society; they actively participate in various inter-college, state, national and inter-university competitions for basketball, badminton, chess etc. They are enthusiastic about inter collegiate sport festivals and bring several laurels to the college. The college has gymnasium equipment such as tread mills, twister, exercising cycles etc.

The Games Society with faculty members as staff advisors and student representatives plan and execute the events of their society. Intra collegiate and inter department sports events are much appreciated.

Cultural Activities:

Cultural activities are conducted either in the Concert Hall (Hall : 2255 sqft ; stage : 920 sqft) with seating arrangement for 400 persons, the Auditorium (Auditorium : 1575 sqft, Stage : 315 sqft) which accommodates 250 persons or are held on the lawn. The sound systems of the college- indoor and outdoor enliven cultural activities. The teak wood floor boards of the stage are ideal for dance and acoustics; effective lighting facilities are also in place, these enhance the visual impact of the events on the audience.

These facilities were established at the time of the inception of the college; an additional common room for the B.Ed. and post graduate departments was added in 2016.The footfall per day in the under graduate common room is approximately 300, in rotation.

The college has a much used and appreciated keyboard, guitars, drum set, 2 grand pianos and one cottage piano; the former are used by students taking piano lessons in the college. Harmoniums and Tablas lend melody and rhythm to eastern cultural programs.

Yoga:

Yoga is practiced by the students of the B.Ed. Department. In this course, the students learn the Asanas with step-by-step guidance of how each pose is done, along with precautions and benefits of each pose. The Asanas include the Padmasana, Bhujangasana, Trikonasana, Vriksasana etc.

Loreto College is an inclusive college enabling economically challenged students of the college through the outreach program, 'The Women's Cell' to participate shoulder to shoulder in sports and cultural activities.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

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

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

Response: 59.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
110.54	51.93	61.31	73.71	43.60

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Loreto College Library is a fully equipped lending library which provides information to all who wish to pursue self-learning. It supports the teaching, learning and research activities of the College by providing information resources in an appropriate range of formats, suitable study space and facilities for individuals and groups, and efficient user-focused services, thereby enabling the development of empowered women through self-learning.

The collection comprises books, e-books, e-journals, print journals, CDs & DVDs, and e-resources from NLIST-IFLIBNET

Books are housed in the Central Library, Post Graduate Library and the B.Ed Library.

Library Automation

The process of Library Automation started in 2001-2002 with the creation of a database of its holdings using CDS/ISIS for Windows (WINISIS) software, from which it moved on to ILMS LIBSYS in 2004. Retro conversion of the holdings continued till 2008, by when all holdings were barcoded. Barcoded membership cards were issued from 2005.

Since 2013, the Loreto College library is fully computerized with integrated open source library management software Koha version 3.22.01.000 which runs on Ubuntu 14 platform which, in 2015 was integrated with the RFID system comprising Integrated Self Check in Check out kiosk; Book drop station; Security Gates with all accessories; Multipurpose RFID Staff Work Station; Portable Shelf Management

Reader/ Inventory System Hand-held Reader; Self-adhesive RFID Tags for books; Anti-theft stickers and Bar coded Smart cards for users. The Koha software works with the RFID system through a middleware NISO NCIP RFID Server Software Layer.

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

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

Response:

Loreto College Library provides to its users a lasting contact with a storehouse of knowledge. A large part of this collection comprising books in varied subjects in the Arts and Humanities, in varied languages such as English, Bengali, Hindi, French, Irish and German have for years formed the bulk of this storehouse. This part of the collection is as old as the college itself, i. e over a century old, the books being published either in the late nineteenth or beginning of the twentieth century. The varied subjects covered are Biography, Religion, Travel and Adventure, Literature in English, Bengali, Hindi, French, Irish, German, Russian, Greek, Latin.

This old collection has been kept aside in sections of the library and identified, not for general circulation, although research scholars both from the college and outside it are allowed to access these with special permission.

Preservation/conservation of this large collection is being contemplated upon. It entails a huge expenditure and space to house the preserved materials under special environment.

At Loreto College, the conservation/ preservation of such items like rare books, a few theses and question papers have been achieved by using the process of digitization. The items have been scanned and preserved in the PDF format and uploaded onto DSpace repository. The process was not done in-house but was out-sourced. These materials in the digital format are only for in-house use, respecting authors' and publishers' copyrights. The main goal of such digitized preservation is to guarantee that users will have access to digitally preserved material long into the future. This, no doubt, seems to be a promising way of preserving knowledge; however, there are also problems, the main problems being digital space costing money, media and file format becoming obsolete. There may also be problems with the quality of scan, redundancy of digitized books among different libraries, and copyright law. For example a large number of very old books in the Loreto College library were found to be already available with NDLI or archive.org

Apart from digitization, maintenance and collection care is achieved at Loreto also by specified activities such as deacidification, using which certain college records have been preserved. Old Loreto journals such as Palm Leaves which have documented all news, activities of the Loreto institutions down the years are cared for by means of deacidification, sizing and binding.

Libraries through the ages have always been considered as sacred spaces. By preserving and conserving old deteriorating documents, library users get a sense that in this ever-changing world of ours the library

will always provide a stable and reliable environment for their information requirements. Through preservation and conservation of old documents the library is able to provide information and connection to the past. The process slows down decay of library materials and thereby the link with the past is kept alive.

At Loreto College a sincere effort is therefore made to care for the old and decaying materials in the library.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 7.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.42	5.96	3.33	22.69	3.94

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.48

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

Response: 101

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The students and teachers of the college have access to various ICT facilities in well-equipped laboratories. All are given the opportunity to use devices like desktops, laptops, scanners, printers, splitters, overhead projectors and LCD projectors to enable extensive use of ICT resources. The machines are interconnected to each other using LAN networking.

Wi-Fi facilities was provided by Airtel Leased Line with 8 Mbps speed and by BSNL (Bharat Sanchar

Nigam Limited) broadband connection with 10 Mbps speed. In 2018, the college discontinued the BSNL broadband connection and upgraded its WiFi facility by upgrading to Alliance Broadband Service with a speed of 200 Mbps and optic fiber cabling, only on the campus and is available to all the faculty and students of the college.

The ICT upgradation done over the last five years are charted below :

2014-2015

• Installation and automatic silent up gradation of quick heal antivirus to every desktop and laptop to meet the system requirements.

• Installation and application of FortiGate firewall protection system which integrates with other key security features such as anti-virus, intrusion prevention system (IPS), web filtering, anti-spam to deliver multi-layered security for Network Access, Application Security and Management.

• Upgradation of Operating System to Windows 8.1 to match the compatibility of new software and applications changing with time.

• Replacement of old computer with Core i3 / Core i5 processor as per requirement.

• Application and implementation of CorelDraw 13 to create, improve and edit in areas of graphic designing.

2015-2016

• Online COSA implementation initiated for computerization of salary and State Govt. Grants.

• College website has been upgraded with e-tendering facilities as a part of online e-procurement system.

2016-2017

• Setting up a Virtual Classroom with digital resources and technologies.

• The institution has installed interactive boards, projectors and other facilities of Audio Visual teaching aid for departments in their respective classrooms.

2017-2018

• New terminals with higher configurations were installed in the Computer Laboratory.

• BSNL Fiber Optic Internet Connection installed for high speed (10mbps), reliable internet connection and faster downloads with higher signal strength and bandwidth availability in the college campus.

• One new computer lab has been constructed for B.Ed. department on the 4th floor of the College with new terminals to aid the students with ICT learning.

• A Media Lab has also come into effect with 11 new terminals on the 3rd floor of the college.

2018-2019

• All software, hardware and operating systems were upgraded to increase the performance, speed, and capacity. The machines installed with Windows 8.1 were upgraded to Windows 10.

• The Computer lab architecture was redesigned with modified networking facilities.

• The College Concert Hall and the Auditorium was installed with high end BENQ projector to facilitate effective teaching-learning.

• The B.Ed. department computer lab on the 3rd floor of the College has been upgraded with new upgraded terminals for enabling extensive use of ICT resources.

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

4.3.2 Student - Computer ratio

Response: 10.59

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

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

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 16.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
14.45	28.34	67.06	10.81	15.65

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

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

Response:

Loreto College has a number of committees to ensure that physical, academic and support facilities are maintained. Annual Maintenance Contracts for all computers including Library automation and servers as well as maintenance contracts for water coolers and Aqua Guard, air-conditioners, generator, bio-metric attendance, website maintenance, elevator and all equipment are dealt with by various committees. Prompt repair of equipment is undertaken to avoid inconvenience to staff and students.

- **BUILDING COMMITTEE**
- **LIBRARY COMMITTEE**
- **PLANNING/FINANCIAL BOARD**
- **MONITORING COMMITTEE**
- **INFRASTRUCTURE MAINTENANCE**
- **SECURITY/CCTV**
- **WOMEN'S DEVELOPMENT CELL**
- **GAMES COMMITTEE WITH STAFF ADVISORS**
- **WEBSITE/COMMUNICATIONS COMMITTEE**

BUILDING COMMITTEE: The Building Committee ensures timely maintenance, repair, construction and advancement in building and infrastructure. The construction of the vertical extension of the building, budgeting, modifications and its timely completion is looked into by the committee at periodic intervals with required precision and quality.

LIBRARY COMMITTEE: The installation of different advanced equipment in the library, use of modern technology, digitization, hosting book exhibitions and finalising tentative book budgets for each department every academic year, are some of the issues addressed by this committee. Renewal of subscriptions, the requisition for purchase of books according to changes in the syllabus is also a responsibility of the committee.

PLANNING/FINANCIAL BOARD: When college is awarded grants it is the planning board that looks into the requisitions of different departments based on the need of the department and the college and prioritises expenditure.

The Planning Board was also involved in the future plans regarding the utilization of the UGC 12th Plan funds and that of RUSA. It was decided that the Media Laboratory and the solar photovoltaic panels would be set up using the RUSA funds. The project undertaken to set up solar panels for the generation of solar electricity in the college has been completed. The college is the first Loreto institution to install solar cells producing 45KV of electricity. The college shares the supply of electricity with CESC through a grid system. Resolutions passed by the Planning Board are placed before the Governing Body. E-tendering, if needed is undertaken by members of this board.

The purchase of e-books and journals for the library, the procurement of smart boards and projectors for classrooms, RFID for the library, computers and servers as well as furniture, necessary repair and renovation on the roof have been completed within the scheduled and allocated budget.

Old storage rooms were renovated into the hostel and facilities were provided for outstation financially

challenged students of the minority community from the academic year 2016-2017.

MONITORING COMMITTEE: This Committee monitors the progress of developmental work initiated by the Planning Board. In meetings held jointly with the Planning Board, the Principal apprises the members about the successful utilization of the grants received by the college. It ensures the timely completion and quality control of progression in the college.

INFRASTRUCTURE MAINTENANCE: This committee has a big role to play in ensuring the smooth functioning of the entire college on a day to day basis. It oversees looking into all major and minor infrastructural issues and its timely rectification. A diary is maintained for enlisting repairs, maintenance of the entire college and also to cater to the needs of each department.

SECURITY/CCTV: This is an effort to ensure security in the college. The faculty members as part of this committee report any case of deviance as received on the footage and of students indulging in theft etc. immediately to the Principal of the college and concerned committee heads for prompt redressal and action.

WOMEN'S DEVELOPMENT CELL: This cell comprises the Principal of the college, staff members, office staff, Student President and Vice President. The cell is entrusted with the responsibility of the development and welfare of students. The initiatives taken by this cell involve installation of Sanitary Vending Machine, Incinerator, maintenance of privacy of washrooms, self- defense classes and arranging for workshops on procedure of voting by media channels like 24 Ghanta, on sexual harassment and legal awareness, to name a few.

WEBSITE/COMMUNICATIONS COMMITTEE: Teaching and office staff are members of this committee which ensures that important information pertaining to college- academic and administrative is available to both staff and students and then updated on the college website. The Computer Department faculty members also ensure that Annual Maintenance Contracts are renewed on time and that all computers in the Computer Laboratory as well as departmental laptops are charged and anti-virus programmes are updated on a regular basis.

GAMES COMMITTEE: The Games Committee comprising students and Staff Advisors are responsible for maintaining all games equipment in the college, advising the management regarding purchase of new equipment and repairing old ones.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 2.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	25	15	18	14

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

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 30.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
284	280	238	242	230

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 74.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
718	665	645	638	484

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

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

Response: 11.71

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

2018-19	2017-18	2016-17	2015-16	2014-15
54	41	27	23	20

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

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

Response: 44.51

5.2.2.1 Number of outgoing students progressing to higher education

Response: 146

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education	

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	4	7

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	4	7

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	[View Document](#)

5.3 Student Participation and Activities

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

Response: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	8	5	0

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

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

Response:

Loreto College has a democratically elected Student Council consisting of members elected by and from among the student body. It is headed by a Student President and Vice-President, and also comprises the Class Representatives and Sub-Representatives of each Department (including the PG Department of English and the B.Ed. Department), all of whom are elected from the final year class. There are 20 functioning societies in the college that enrich the social, cultural, corporate and co-curricular life of the college, while facilitating multifaceted development of students. Each society is headed by a President and Vice-President elected from the third years, and a Treasurer elected from second years. The societies function under the guidance of staff advisors from among the faculty, while the Student Council as a whole functions under the direct guidance of the Principal. Once constituted, the Council takes a formal oath of office on the day of the Annual Investiture Ceremony. The specific role and activities of the Student

Council are as follows**:**

- Conducts an orientation for new first year students.
- Spots talent and organize auditions for students so as to enable them to participate in inter-college and intra-college events, competitions and activities.
- Organizes inter-college and intra-college events, activities and competitions through the respective societies.
- Organizes and performs in cultural programmes such as Teachers' Day, Farewell to outgoing batch of students or teachers, Freshers' Welcome etc.
- Organizes and performs in programmes held in commemoration of National Days like Independence Day, Gandhi Jayanti etc.
- Student Council is the main architect of the annual inter-college festival, Samagam, for which they organize sponsorship and see to the logistics of the various activities.
- Each society head presents the Annual Society Report while the Student President and Vice President read out the Student Council Report, at the end of the third year academic calendar.
- The President and Vice President also present the Annual College Report during the Awards Ceremony.
- Apart from the above, the Student Council assists in every college programme, academic and non-academic, as volunteers, ushers, looking into hospitality arrangements, etc.

Academic and Administrative Bodies that have Student Representatives:

- IQAC (Internal Quality Assurance Cell) – Student President and Vice President
- Student Welfare and Grievance Redressal Cell
- Anti-Ragging Cell
- Unfair Means Committee– Student President and Vice President

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

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

Response: 54.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	55	52	53	53

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Loreto College Alumnae Association (LCAA) was established in January 2000 and has 584 members as on date. It was established with the objective of providing linkage between former students of the college and their alma mater. Since its inception, the LCAA has been committed to the cause of education and empowerment of women through regularly organizing seminars, workshops and debates on issues affecting women. Distinguished alumnae are often invited as resource persons at such events. The LCAA has a 17 member Executive Committee that looks into the functioning of the association, and holds regular meetings in the college. The following outline the contribution of the LCAA:

- The LCAA organizes the Annual Reunion for all past pupils at which retired teachers are invited as well. This provides a platform for stimulating exchange between former students and their former teachers, as well as among friends and batchmates.
- The Annual Open Day is a special initiative of the LCAA which helps NGOs in raising funds, and extends support to women entrepreneurs.
- The LCAA awards a prize every year to a student in the General Course for all round contribution to college life.
- Through regular organization of seminars, workshops, debates, etc., the LCAA ensures that issues such as education and empowerment of women are reflected upon, entrepreneurial skills are imparted to women who need it; and finally recognition is given to those alumnae who have imbibed college values to work for the betterment of other women.
- As part of the '175 Years of Loreto in South Asia' Jubilee Celebrations, the LCAA organized the All India Inter Loreto School Debate (sponsored by National Insurance Company) and the Exhibition Debate (with the Times of India as media partner) on August 5, 2017. The School Debate included participants from eight Loreto Schools across India, where students debated on the use of internet in schools. Loreto House, Kolkata were the winners of the event, while the prize for best speaker went to Loreto Convent, Delhi Cantonment. The Exhibition Debate focused on conventional education vis-à-vis empowerment, the participants of which were former students of the college (the experienced as well as the young) who have brought glory to the college through their achievements and contribution in varied fields. The debate was moderated by Mr. Derek O'Brien, Hon. Member of Parliament.

The LCAA organized a National Seminar on "Women Entrepreneurs: Challenges and Experiences", on November 12, 2016, sponsored by the State Bank of India. The seminar focussed on setting up enterprises, imparting entrepreneurial and training skills, as well as discussing opportunities available, specifically for women entrepreneurs. The resource persons, included women entrepreneurs, members of various NGOs and personnel from the State Bank of India, who shared their expertise and experiences in this regard.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

For fulfillment of the college mission of empowering women and assimilating the values of love, freedom, justice and sincerity, the management endeavours to maintain an interactive environment.

The Governing Body (GB) of the college is the executive authority and comprises the Province Leader who is the President, Sisters of the Loreto Community, the Principal, a Jesuit academician, a University teacher, 3 representatives from the faculty, one from the non-teaching staff, an alumnae member and a parent representative.

The college Staff body has 3 elected Staff Representatives who act as liaison officers between the management and teachers. The active participation of faculty and non-teaching staff is borne out by the fact that all Committees and Cells of the college (IQAC, Admissions, Student Welfare Committee, Anti-Ragging, Building Committee, Research, Placement, etc) have representatives from the faculty and in many cases from the student body as well. There is a Planning Board where the Principal, faculty representatives including the Bursar and representatives from the non-teaching staff (particularly from the Accounts Department) plan and discuss the inflow of funds from the UGC, CPE, RUSA, or other bodies and the timely utilization of funds, primarily for the benefit of the students.

Interaction between faculty and management is frequent with Staff meetings scheduled at regular intervals to enable teachers to participate in decision-making at every level. The faculty is apprised of important events and their opinions are taken cognizance of before any decision is made regarding the welfare of the college. Departmental meetings chaired by the Heads of Department are also regularly held and the Principal is requested to attend, if required. The Province Leader also periodically meets all stakeholders of the college.

Interaction with students is a continuous process with the Student President and Vice-President meeting the Principal on a daily basis to provide informal feedback and plan events. Student Council meetings with the Principal also help organize college events. Faculty members are Staff Advisors to the over 20 Societies in the college providing ample opportunity for interaction between students, teachers and management. In keeping with Loreto's special mission of helping the underprivileged, the AICUF, Social Service Society, NSS and WE Nature Club under the guidance of the Principal and Staff Advisors organize a number of events to ensure that our mission is fulfilled in attitude and structure so that the less privileged can face life with dignity and confidence. An active Women's Cell brings in many former teachers and Alumni who teach adult women from the neighbourhood who have dropped out of school and wish to complete their education through NIOS. It is a matter of pride that some of these women have been absorbed into mainstream college to complete their graduation from Loreto College.

The leadership of the college supports faculty endeavors in getting funding and sponsorship from different government agencies, the UGC and corporate organizations for organizing conferences, workshops and community programmes that involve students and staff. The management also motivates teachers to

undertake MRPs, avail of fellowships and travel grants.

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

6.1.2 The institution practices decentralization and participative management

Response:

The college was awarded a grant by Rashtriya Uchhata Shiksha Abhiyan (RUSA) which is a funding body that facilitates infrastructural and academic developments. This came into effect from September 2014. For the utilisation of this fund and other funds from different funding bodies, the Planning Board was instituted with the Principal in the Chair and some members of the teaching staff and Accounts staff. The Principal informed the members that the fund would be received in 3 instalments and would be utilized for infrastructure, building, library and IT resources. The DPR was written in accordance with the break-up of fund allotment, approved by the Principal and the members of the Planning Board; inputs from various departments were considered and submitted to RUSA. The Principal and faculty members on the Planning Board attended a number of meetings organized by the Higher Education Department, Govt. of West Bengal regarding the utilization of RUSA funds. Once the DPR was successfully accepted and sanction granted, e-tenders were floated for RFID. A library staff took on responsibility for the e-tendering since a sizeable amount of the funds would be required for the RFID to be installed in the Central Library. Building quotations (from contractors) and quotations for infrastructure such as furniture, computers and projectors for IT enabled classrooms (decided on by the Computer Department faculty members) were invited from different vendors, including Government- approved WEBEL. For the purchase of books, e journals and e books, all Heads of Departments were asked to consult the respective faculty members and decide on the resources required. Since part of the funds were to be utilized for a girls hostel, teachers on the Planning Board were consulted about the furniture and furnishing of the hostel rooms and invited to see the rooms and monitor the progress. Funds were also used for the renovation of the heritage academic building and the Principal along with faculty members, non-teaching staff and members of the Building Committee which includes an architect were requested to visit the damaged site and report on the progress. This was then placed at the Planning Board meeting. In keeping with the request of RUSA, the Monitoring Board of the college which included faculty, worked along with the Planning Board to have an overview of the work undertaken, timely and quality- based completion and planned a future course of action when subsequent funds would be received by the college. Questions by the Monitoring Board were forwarded to the Building Committee at their meetings. The college was appreciated and congratulated by the Govt. of West Bengal and MHRD, Delhi for effective utilization of the RUSA funds.

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

6.2 Strategy Development and Deployment

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

Response:

CASE STUDY: MODERNIZATION OF THE LIBRARY

An integrated Open Source Library Management software called Koha, was assimilated with the RFID system comprising Gate Antenna, Self Check-out Kiosk, Multipurpose RFID Staff Work Station and Book drop station The Loreto College Library has throughout the years been in the process of modernising its facilities. It was fitting therefore when funds from RUSA were allocated that the Library would take the next step in the process of upgradation by proposing the installation of the RFID system.

RFID or Radio Frequency Identification system is a combination of radio-frequency-based technology and microchip technology. The information contained in microchips in the tags fixed to library materials is read using radio-frequency technology, regardless of alignment or orientation of the material. It is a theft detecting system that combines tracking of materials throughout the library, enabling an easier and more efficient check-in/check-out and inventory, and an increase in the footfall in the Library.

The proposal for the installation of the RFID system in the Central Library of Loreto College was made by the Librarians and approved by the Planning Board of the College. After the e-tendering process, the system was purchased from and installed by Rapid Radio of Ahmedabad. The need for high-end servers and thin clients was placed before the Planning Board and sanction obtained.

The Loreto College library is now fully computerized with drop station; Hand-held reader; RFID tags for books; Antitheft stickers; Smart cards; NISO NCIP RFID Server Software Layer.

The RFID system has been beneficial in the following ways:

- Greater streamlining of workflow and reduction of costs
- Simplified user self-check-in and check-out
- High reliability
- High speed inventorying

LIBRARY COMMITTEE:

This committee comprises librarians, Dean of General students and one member from each department. The installation of different advanced equipment in the library, use of modern technology, digitization, hosting book exhibitions and finalizing tentative book budgets for each department in each academic year, are some of the issues addressed by this committee. Plans for modernization and upgrading facilities are made well in advance.

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

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

Response:

- The Governing Body is the highest decision making body in all matters related to institutional functioning. As a Minority Missionary college, the authorities nominate members to the Governing Body according to rules framed by the Management. The GB constitutes the Province Leader (President), the Principal (Secretary), Sisters from the Loreto Community, a Jesuit academician, a University teacher, representatives from the teaching and non-teaching categories, a lawyer, an alumnus and a parent representative. Major decisions regarding recruitment, retirement, promotion, grant of special and long leave are ratified here. The Principal is the authority in all administrative affairs and consults the Province Leader when needed. There is also a Founder Body in an advisory capacity. The University of Calcutta statutes are followed regarding academic matters.
- The Principal works in close cooperation with representatives of the student body, i.e. the Student Council, that comprises of the Student President and Vice President as well as Presidents and Vice Presidents of various Societies, each of which has a Staff Advisor. The Staff Representatives also work in close coordination with the Principal.
- Each department has faculty members with an administrative Head of Department and the Department of Geography has a Laboratory Instructor. There are other administrative posts given to different faculty members, for instance the posts of Bursar, IQAC Coordinator, Examination-in-Charge, Dean of General Students and Convener of the Post Graduate Section. The IQAC is comprised of the Principal, the Coordinator and selected members in accordance with NAAC guidelines. Librarians are assisted by Library helpers. The Planning and Monitoring Boards look into the financial planning and judicious disbursement of college and other funds as and when received. The Student Welfare Committee, Internal Complaints Committee, Unfair Means Committee and the Anti-Ragging Cell deal with grievances of students and are involved in issuing disciplinary measures as and when needed.
- Office Staff consist of those who deal specifically with accounts (Accountant and Cashier) and Office Assistants who disburse duties pertaining to the daily administrative functioning of the College.
- There are two Management faculty who look into matters of technical assistance/system administration for computer-related work.
- There is a Facility Caretaker under whose supervision there is a gardener, a guard and housekeeping staff.

The recruitment policy for the substantive posts follows the UGC guidelines. After a post is advertised, the screening of applications is followed by demonstration lectures and a Selection Committee Interview. As per the guidelines for Minority Institutions, Government of West Bengal, the Selection Committee

comprises a person who not being an educationist occupies a position of eminence in public, the Principal, two University subject experts and a department head; they conduct the interview and empanel candidates based on merit.

Staff promotion policies are taken care of as per the UGC norms. Papers are scrutinized and signed by the IQAC Coordinator and the Principal. The candidate is required to appear before an interview panel headed by a subject expert and a government official after which papers are forwarded to the Department of Higher Education for promotion.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

ACTIVITY: INFRASTRUCTURAL GROWTH OF THE ACADEMIC BUILDING WITH RUSA FUNDS

BUILDING COMMITTEE: The Building Committee of the college comprises of the Principal, some faculty and office staff along with external experts, parent representative, the architect, contractor and supervisor. It ensures maintenance, repair, construction and advancement in building and infrastructure. The building extension with all necessary details, budgeting, modifications and its timely completion is also looked into by the committee at periodic intervals with required precision and quality. The vertical extension of one floor of the College building was planned and monitored, ensuring quality of the construction. For successful implementation of the activities, the Planning Board complements its functioning.

PLANNING BOARD/ (FINANCIAL BOARD): The Planning Board functions as the Finance Committee that plans for the utilization of grants received by the college from various sources, looks into budget allocation at the beginning of each academic year, evaluates quotations, approves of allocations of funds for infrastructural growth, construction of the vertical extension of the College building, green initiatives and procurement of new equipment. It comprises of the Principal, IQAC coordinator, teaching staff, office and Accounts staff. Accountability is sought for the timely submission of Utilization Certificates to different funding bodies/ agencies.

MONITORING BOARD: The faculty members involved in the Monitoring Board ensure the monitoring of the process and quality of developmental work initiated by the Planning Board and hence help follow-up its progress. In meetings held jointly with the Planning Board, the Monitoring Board learns about the successful utilization of the grants received and cross-checks about the quality in the initiative undertaken. The purchase of e-books, journals for the library, the procurement of smart boards and projectors for classrooms, the equipping of a new virtual classroom, RFID for the library, computers and servers, furniture have been completed within the scheduled and allocated budget. Necessary repair and renovation of the roof was undertaken and maintenance work carried out. Facilities were renovated to make provision for a students' hostel at the start of the academic year 2016-2017. The Monitoring Board was involved in the budgeting regarding the utilization of the funds from UGC 12th Plan, CPE and RUSA. It was decided that the Media Laboratory would be set up using the RUSA Funds. The generation of solar electricity in the college has been completed; the college shares the supply of electricity with CESC through a grid system.

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

6.3 Faculty Empowerment Strategies

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

Response:

- The College provides medical insurance (Mediclaim Insurance Policy by the National Insurance Company) for the Group D staff. This is provided for 15 persons. The ceiling amount is Rs. 50,000

per person. The total annual premium paid is Rs. 32,862.

- Every year a health camp is held on the College campus. This is jointly organized by three college societies (National Service Scheme, Social Service Society and All India Catholic University Federation). The students of the college who are members of these societies help to organize and act as volunteers at the camp. The camp offers check-ups free of charge to the office staff and the non-teaching staff of the entire campus. The following medical institutions collaborated with the College :   B.B.Eye Foundation, Medica Superspeciality Hospital, AMRI Hospitals, Apollo Gleneagles Hospitals, in association with Dr. Reddy's Laboratories and Divine Nursing Home.

The annual health check-up includes weight, blood pressure, random sugar assay, lipid profile, eye check-up, ECG and general medicine advice. A parent, Dr. Biswambhar Agarwal, a visiting consultant at AMRI Hospitals and Apollo Gleneagles Hospitals, collaborated with the College for three years in running these camps. The Lions Club International thereafter assisted in this initiative. The camps were successful in providing free health check-up to about 75 people annually.

- The NSS Wing of Loreto College Kolkata organized a disaster management programme on Fire Protection and Prevention for the students and staff of the college. The Senior Manager Training trained the domestic staff of the College regarding how to use fire extinguishers in an emergency.

- Faculty are covered under the Pension Scheme. GPF, gratuity and leave encashment can be availed by retiring faculty as per university and government norms.
- Leave to teaching and non-teaching staff are given as per the guidelines of the University of Calcutta statutes.
- Child-care leave as per Government norms is availed of by the staff.
- Loan facility from the Provident Fund Trust for house building and education/marriage of children is also available to all staff.
- Children of teaching and non-teaching staff get a fee waiver, if sought.
- Some Group D staff are provided with residential quarters within the college campus.
- A Christmas programme for the Group D staff is held every year. Gifts and a monetary contribution is made to each member.

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

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

Response: 23.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	7	7	9

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

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

Response: 1.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document]
Reports of Academic Staff College or similar centers	[View Document]
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document]
Any additional information	[View Document]

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

Response: 13.42

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program,

Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	2	7	2	7

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document]
Any additional information	[View Document]

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

Response:

Loreto College has a structured performance appraisal system in place for teaching staff, non-teaching staff and Principal. The list of online questionnaires designed for this purpose are as follows :

- Teaching Assessment Questionnaire
- Students Satisfaction Survey
- Feedback for Non-Teaching Group D Staff
- Feedback for Library Staff
- Feedback for Office Staff
- Feedback for Non-Teaching Staff – Supervisor & Electrician/Care-Taker
- Feedback for Principal
- Feedback concerning Syllabus
- Feedback concerning College Infrastructure
- Alumni Feedback Form
- Evaluation for Best Teacher Award
- Employer Appraisal Form
- Self-appraisal Form
- Performance Appraisal Report – Self-appraisal
- Parents Feedback Form

These mechanisms are crucial to quality improvement in the sphere of academics and other areas such as infrastructure development. For instance, towards the end of the academic year, all students of the College of all years, take the online TAQ (Teachers Assessment Questionnaire) in the computer laboratory. Thus, the anonymity of the student is maintained. This is processed and scores are calculated statistically and depicted as an overall index of teaching efficiency made available for the teachers annually. The TAQ outcomes for the 21 points on the Questionnaire are discussed with the Principal, where strengths are appreciated and teachers are encouraged to work on improvement in areas of weaknesses. This process of evaluation undoubtedly contributes to the enhancement of the teaching-learning process of the institution. This exercise is confidential and records of the TAQ evaluations are maintained in the Teachers' Personal files. Teachers also submit self-appraisal forms annually, as per Government norms.

The Department Performance Appraisal System identifies areas that need to be improved on. Various parameters like effectiveness in delivery of course content, comprehensive lesson plans, explanation of assessment modes, effectiveness in teaching difficult topics, academic guidance after class and fairness in evaluation which the available questionnaire focuses on, helps improve the teaching-learning experience within the department. This enables the Departments to appreciate strengths, work on identified weaknesses and to chart out their future plans.

The Student Satisfaction Survey, Feedback concerning College Infrastructure, Feedback for Library Staff, and Feedback for Office Staff provide clear indicators to the management with regard to improving College physical facilities and administration. For instance, in the recent past, the College Canteen has been renovated on the basis of the feedback received from the students. A team of students volunteered to enhance the aesthetic beauty of the Canteen by helping to decorate it. A green initiative undertaken on the basis of feedback received from students was the decision to stop the use of plastic straws in the College Canteen. The students have the option of using steel straws.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit is done by the Bursar's Department of Loreto House Education Society of Calcutta, through an Internal Auditor, quarterly and annually.

Utilisation Certificates for funds received from external sources from the Government, UGC and other external funding bodies are certified by the Internal Auditor.

Since we are a college aided by the Government of West Bengal, its Audit Department sends their appointed Government Auditor annually, for the external financial audit.

The CAG Audit was done in February 2016 at the behest of the Government of West Bengal.

The Budget of the institution is prepared annually and presented to the Bursar's Department of Loreto House Education Society of Calcutta.

The Loreto College Alumnae Association has an annual audit of its accounts.

Responses to clarification or objections raised at the time of audits are given in a timely manner to the respective authorities. The Principal and the auditor are encouraged to dialogue regarding clarifications.

File Description	Document
Link for Additional Information	View Document

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

Response: 18.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.44	9.38	0.55	7.75	0.30

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institution is a private aided college and receives a grant under the Pay Packet Scheme for the salaries of sanctioned staff. Other salaries are paid from the college fund. Students' tuition fees also contribute to the funds as does interest from investments.

Resource Mobilisation Policy:

Government Funding: In order to enable academic growth, the policy of the college is to approach bodies (UGC, ICSSR, NABARD etc.) for funding and to acknowledge their generosity. The college has applied for and received grants for development under various UGC schemes, the latest being the XII Plan Scheme. Grants were also applied for and received under the College with Potential for Excellence Scheme of the UGC for 3 cycles. It is a policy of the institution to encourage faculty to apply for MRP funding for research activity. Departments are encouraged by the college to apply to the UGC and other funding bodies as mentioned above for financial support for organising seminars and workshops at State, National and International levels.

The college has also approached the State Government for financial support, receiving grants for its building project, on the occasion of the College Centenary.

The college having received the RUSA fund, the Planning Board was set up in September 2014 to discuss and decide the allocation of funds and itemize the expenditure. The financial planning also includes UGC XII Plan, CPE funds and any other additional grants received from the State Government.

Non-Government Funding: The Resource Mobilisation policy of the college is not limited to government sources. CSR departments of Corporate organisations and Banks, as also private sponsors, are approached for financial support for academic programmes as well as students' festivals and meets. All sponsors are gratefully acknowledged. The Alumnae are also approached for financial assistance for debates, seminars and other activities of the college, as also for their contribution to the building project. The Ambika Paul Foundation, formed by Lady Aruna Paul a distinguished alumnus of the College and Lord Swraj Paul, generously contributed to the Building Fund.

Procedures: All major plans for mobilisation of funds are discussed and approved by the Planning Board of the college. They are also placed before the IQAC.

On the basis of its 2F and 12B UGC status, the college applies for funding in the prescribed format for recurring and non-recurring expenditure as per the regular 5 year plans, CPE plans and other Government schemes. DPRs are submitted to the concerned authorities. Proposal for MRPs and UGC sponsored seminars are also put forward in the prescribed format and through the appropriate channels. Utilisation Certificates are submitted at the end of the project. At the end of UGC seminars, the proceedings are published within the stipulated time.

For non-government funding, the college applies through appeal letters or sponsorship forms to the intended sponsor. Receipts and acknowledgement letters are given to each sponsor.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC has contributed significantly towards adopting quality assurance strategies and processes. In 2017, the IQAC was reconstituted in accordance with the revised Internal Quality Assurance guidelines to meet the diverse needs of all stakeholders. Along with holding regular meetings and submitting the AQAR on time, the IQAC has made every effort to facilitate the creation of a learner-centric environment and acted as a nodal body for coordinating quality-related activities. It has organized seminars and workshops related to quality enhancement and arranged for feedback from all stakeholders. Two practices institutionalized due to IQAC initiatives:

Book Exhibition cum Sale

In order to encourage the practice of reading among students and utilizing locational advantages effectively, Loreto College has been organizing an Annual Book Exhibition cum sale since 2017. The exhibition brings together vendors who display the latest publications on all subjects, academic and non-academic for sale. The first exhibition was inaugurated in 2017, the enthusiastic response from both staff and students resulted in the exhibition being converted into an annual college event. Being centrally located, the College used the opportunity to invite staff and students from other colleges of the city to benefit from the exhibition. The platform of this exhibition has been utilized by the College to display and promote in-house departmental publications.

Remedial teaching and mentoring

Every department of the College carries out an exercise in identifying advanced learners and slow learners in order to customize their classes and assignments keeping in mind the different learning abilities of the students. Remedial classes are organized to assist slow learners cope with the academic level of the College. These classes are scheduled within the regular timetable of the College in order to maintain a well-structured remedial programme. Slow learners are encouraged to submit regular written assignments to allow teachers to chart their progress. Workshops for parents of first year B.A/B.Sc students, conducted group-wise by a guest educational expert, have won much acclaim. Other strategies to aid slow learners include audio-visual instruction, 30 hours of library work, peer mentoring or buddy system, all of which help facilitate learning and promote interdependence.

Another very important initiative in this regard is mentoring. The mentoring programme provides students with guidance in all matters of academic concern and personal development. Each member of the teaching staff is involved in this programme; the ratio of mentor to mentee is 1:21. The mentoring sessions encourage advanced learners to publish papers and undertake interdependent research exercises with the assistance of the College Research Cell. The mentoring programme is well incorporated into the regular functioning of the academic calendar and registers are meticulously maintained to preserve records of student progression.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution systematically reviews its teaching-learning process, structures and methodologies of operations as well as learning outcomes through a series of measures initiated by the IQAC. The Administrative and Academic Audit **(AAA)** was conducted in 2019 by the Xavier Board of Higher Education and the report was reviewed. The IQAC meets members of the various departments, Student Council representatives, alumni, experts from the industry and advisors from the University for setting up informative and relevant academic programmes pertaining to the quality enhancement in the field of academics. The IQAC has also ensured that the TAQ (Teacher Assessment Questionnaire) was available online from 2015.

1. As part of an institutional review, **feedback is taken and analyzed online** from all stakeholders. Feedback forms are posted on the college website and there are separate forms for students, parents, alumni and employers. The online **TAQ** is filled up by students for every faculty member and the Principal meets each teacher individually to discuss the TAQ and to suggest measures for improvement if required. **Department-wise TAQ** results are also computed and departments are requested to take remedial measures in case of a decline in overall teaching efficiency scores.

1. In keeping with global trends and the need to establish a meaningful **connection between academia and employability** for students, the IQAC has reviewed learning outcomes and organized a number of programmes, invited lectures and enrichment courses to supplement the academic aspect of the teaching-learning process and to prepare the institution for autonomous status. Some of the programmes are as follows:

- A Workshop on 'Lateral Thinking and Voice Training' was organized by the B.Ed. Department in collaboration with the Department of Education in 2015-16

- A skill-based programme was held on Special Education and Teaching Disabilities by the B.Ed. Department (2016)
- A debate and competitive Short Film Festival by Sujoy Dhar senior journalist at Reuters and Bivas Pal from Doordarshan was organized by the Dept. of Journalism and Mass Communication(2017)
- AV Media and Communications Marketing Course as an enrichment course (2018)
- German Language Course as an enrichment course (2018)
- A faculty member from Slippery Rock University, Pennsylvania, U.S.A gave a series of invited lectures to students of the Master's Course in English (2018-19).
- Use of ICT and participative learning is encouraged in the teaching-learning process. Members of the IQAC review their respective Department performances periodically.
- Continuous Internal Evaluation is carried out through class tests, group discussions, tutorials, internal examinations and presentations of students in class. Faculty belonging to the IQAC encourage students to have doubts clarified and thus perform better.

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

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	5	9	6	3

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<u>View Document</u>
IQAC link	<u>View Document</u>

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	<u>View Document</u>
Details of Quality assurance initiatives of the institution	<u>View Document</u>
Any additional information	<u>View Document</u>
Annual reports of institution	<u>View Document</u>

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

Response:

In the last five years, the management of the college and the IQAC have taken the initiative to successfully implement post-accreditation quality enhancement measures keeping in view the recommendations of the last NAAC Peer Team Report:

Academic quality enhancement:

- Introduction of the Master's Programme in the Department of English in 2016. The first batch graduated in 2018.
- Diversification of courses: Introduction of Sociology (Elective). Sanction received for the introduction of Statistics (Elective).
- UGC COC Course on Human Rights and Empowerment.
- Establishment of the Dr. A.P.J Abdul Kalam Research Cell to foster research among faculty and students. Regular research presentations made. Anti-plagiarism software used to ensure research is done ethically
- Introduction of Smart Boards in classrooms of each department to encourage the use of ICT
- Faculty and students encouraged to present papers at National and International conferences and to publish their research
- Introduction of more Enrichment classes and to encourage a holistic approach to education. Foreign languages, Music, Editing and Publishing, Advanced Computer course, Legal Awareness, Self Defence (Karate), Calligraphy, Fashion Designing, Jewellery Designing and Web Designing are now taught as enrichment classes
- Introduction of Bridge Courses for 1st year students to give them an opportunity to have a firm grounding in the concerned subject
- Introduction of Capability–enhancement and Add-on courses: Public Speaking, Spoken Tutorials, Research Methodology
- Improvement of Library Resources: RFID, E-Journals, e-Books,
- Establishment of Conference Room and Media Lab with Language Lab
- Seminars, workshops conducted by all departments
- MoUs with other institutions for collaboration in teaching and research

Administrative quality enhancement and improvement of infrastructural facilities:

- Administrative and Academic Audit done in 2016-17 and 2018-19
- NIRF ranking: 76 in 2018-19
- Establishment of Student Hostel for Women
- Establishment of Student Welfare Committee, ICC, Unfair Means Committee, Anti-ragging Committee, Equal Opportunity Cell, Planning Board, Monitoring Board and Building Committee
- Online feedback mechanism from all stakeholders has been structured for effective monitoring and evaluation
- Welfare schemes for non-teaching staff: medical insurance, health camps, etc.
- College class hours reduced by 1 hour to enable students to pursue enrichment courses and co-curricular activities
- Construction of new 4th floor for Master's programmes
- Achievement of Barrier-free Environment
- New elevator installed
- Green Campus initiatives: Generation of electricity through solar cells, vermicomposting, herbal garden and plans for water harvesting
- Introduction of Physical Education classes for B.Ed. students
- Acquisition of Gym Equipment
- Improvement of Student Facilities: Water Cooler in the 4th floor Common Room and a new Infirmary on the 2nd floor; Post-graduate Common Room on the 4th floor for M.A. and B.Ed. students
- Establishment of Placement Cell
- Inclusive Education encouraged with ramps and special washrooms constructed for the differently

abled

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	8	5	2

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

7.1.2

  1.Institution shows gender sensitivity in providing facilities such as:
     1.Safety and Security
     2.Counselling
     3.Common Room

Response:

a) Safety and Social Security:

The college has instituted the Internal Complaints Committee (**ICC**). All students, teaching and non-teaching staff fall within the purview of this committee.

Functions :

- Regular Orientation/Sensitization Programmes
- Maintaining active mobile helpline and/or email
- Regular tracking of reported incidents of sexual harassment.
- Frequent meetings among ICC members, on policy execution and reporting.

The Anti-Ragging Committee and the Student Council members ensure that there are no instances of

ragging anywhere on campus. Anti-ragging posters with a helpline number are displayed at prominent places within the campus.

Loreto College Students' Welfare and Grievance Redressal Committee was established to facilitate a healthy and safe environment for students of the College. It seeks to resolve issues of dissatisfaction among students pertaining to administration and general infrastructure relating to gender issues.

The Women's Development Cell (WDC) undertakes activities such as installation of sanitary napkin vending machines on campus and conducting self-defence classes for the students.

CCTV cameras have been installed at the main gates and in the most sensitive areas of the College campus, such as the corridors. There are security guards stationed at the main gates. Entry into the College is permitted only on producing valid identity cards. Each student must wear her identity card while on campus.

The College is for women. A separate toilet is available for male staff and for the use of male visitors.

The College hostel functions under the supervision of a Warden/Sister-in-charge. A strict set of rules are stated to students and parents during admission. Smoking, consumption of alcohol or any other contraband substances is prohibited. Female support staff is engaged in supervising the cleanliness of the rooms in the hostel. No male is permitted to enter the hostel.

b) Counselling:

Counselling is an integral part of the College. It has the facility of a separate counselling room dedicated solely for counselling students regularly as well as when necessary. Personal counselling is also offered through a structured system of teacher-student mentoring.

Loreto College also consistently strives to address issues like gender equality, women's concerns, safety and security etc. through its academic content. A number of topics as part of courses/papers address such issues as women and human rights, gender and politics, women's empowerment etc. The College holds Legal Awareness and Value Education classes which focus on issues relating to women's rights and dignity. These experiences at college empower students to become sensitive and active members of the community.

c) Common Rooms: The college provides a **Common Room** for the undergraduate students. There is also a separate common room in the new wing on the 4th floor, which is used by the B. Ed Department and the M.A. students. The common rooms are kept out of bounds for male teachers and non-teaching staff. However, male support staff is engaged in supervising the cleanliness and infrastructural needs of the rooms as and when required but preferably after college hours when not in use by students.

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

7.1.3 Alternate Energy initiatives such as:

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

Response: 32.41

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

Response: 10056

7.1.3.2 Total annual power requirement (in KWH)

Response: 31029

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 31

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

Response: 830.4

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2678.4

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

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

Response:

The college systematically executes various eco-friendly measures within the campus that may go a long

way in inculcating environment-consciousness in students who would take individual responsibility to improve the condition of their surroundings in the years to come.

- Solid Waste Management:

Vermi-composting has been successfully introduced on campus and has been sold to staff, students and parents. Biodegradable waste consumable by worms is segregated, allowed aerobic decomposition before being fed to worms for the formation of compost. All students and staff attended a workshop to help ensure more effective results of this exercise. The college has motivated the Rainbow Home children at Loreto House to segregate biodegradable kitchen waste to add to the nutrient base for vermicomposting. The Rainbow Homes program for girls is an 'open, voluntary, non-custodial, long-term, residential comprehensive care' program to enable the mainstreaming of children formerly on the streets.

The College is consciously working towards reducing the use of paper by way of digitization of documents and introduction of an e-academic management system which involves digital management of students' academic details including marks, attendance, etc. The College also encourages duplex printing and photocopying as far as possible instead of just using a single side of a paper.

The college recycles paper. It reuses single sided print outs which primarily comes from outside sources for draft purposes. Old printed letter heads are used for internal memos. Extra certificates are reused to prepare name plates and placards for seminars and other events.

The College is in touch with an individual who helps in the disposal of used paper. The paper is segregated based on quality. Examination scripts, A4 paper etc. are sorted and taken to various mills where the paper is recycled and is used to produce fresh paper.

The College was recently engaged in the vertical expansion of the building. The concerned contractor had been informed of the College's strict policies with regard to waste management as a result of which all construction waste was disposed off following correct procedures. The construction waste was collected and handed to the contractor who then sources the waste to organisations which recycle it to make products like kerbstones, paving blocks, interlocking tiles, drain covers, cold moulded bricks and manufactured sand. Soil recovered from malba can be used as a filler in building roads and embankments.

- Liquid Waste Management:

Since it is primarily a liberal arts college there are no laboratories using chemicals. In general, minimum use of chemicals for other purposes such as cleaning and washing is permitted on campus.

- E-waste Management:

The college is very meticulous about managing electronic waste material. Repairing and recycling of laptops, computer hardware, projectors and usage across departments are encouraged and executed frequently. Departments like Film Studies, English, Psychology and Geography use various overhauled computer peripherals and laptops as a part of this process. Disposal of unusable hardware is achieved through buy-back policies and the money is utilized to get new and upgraded equipment.

There is also a disposal box for E-waste collection in the College. *Toxics Link* with active support of the West Bengal Pollution Control Board (WBPCB) has launched a drive to set up a collection mechanism for

E-waste in the city of Kolkata. This is under the European Union commissioned SWITCH Asia project for Establishing E-Waste Channels to Enhance Environment Friendly Recycling (WEEE Recycle). 14 bins for collection of e-waste have been placed in important public locations and institutions in the city for maximum visibility and impact. The aim behind putting up these bins is to create awareness among the common public regarding e-waste and to also give them an opportunity to dispose of it in a responsible manner.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The College is steadily working towards gathering resources for the creation of an infrastructure that is going to facilitate rain water harvesting on a large scale. This would mean adequate usage of a natural resource. The large grounds around the College building allow the rainwater to percolate through the soil so that the deep water aquifer/underground water reserve also gets replenished. The water table in Kolkata is high. However, with the increase in high rise buildings in the vicinity of the college, chronic water shortage is predicted in the future.

The large terrace cover of the college building, covering a surface area of 1918 sqm, enables storm water drains that are already positioned all along the sides of the terrace to collect rainwater. The college has an ongoing project for rain water harvesting. Rain water collected by the storm water drains will be diverted into a grey water tank. Underground tanks are being constructed on the lawns of the institution for this purpose. In order to ensure portability of rainwater there will be filtration and chlorination units installed. This purified water will be pumped through the newly constructed pump house into rain water storage tanks beside the fire security tank. This water will be pumped into the overhead tanks for college use. Part of the harvested rain water will also be used for drip irrigation, sprinklers for the trees and plants on the campus. The roof of the underground rain water storage tank will also serve as an external stage covered with artificial turf for college and campus programmes.

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

Response:

Bicycles

The college is located at the heart of the city making it difficult for students to commute by bicycles due to traffic restrictions. The pathway around the college is provided with a speed breaker to help growth in consciousness for the safety of pedestrians.

Public Transport

As Loreto College is centrally located there exists a strong and easily accessible public transport network. Most of the students, teachers and non – teaching staff use public transport. Two Metro Stations (Park Street station and Maidan station) and bus stops (Jeevandeep/Maidan) are located within 5-10 minutes walking distance from the gates of the College. Some students use environment friendly trams which ply in some parts of the city. A number of students walk to college. CNG autorickshaws are available on a sharing basis to drop off students within walking distance of the college and are both pocket and eco-friendly.

Plastic free campus

Loreto College is at present a styro-foam-polystyrene/thermocol– free campus and attempts are being made to make it a completely plastic-free zone. The college is environmentally-conscious, advocating the use of steel straws in the canteen.

Paperless office

With increasing digitization of documents, the introduction of an e- academic management system involving storage of database of students' details of marks, attendance, etc., duplex printing and photocopying, online intimation of salary paid into respective accounts of staff in place of salary slips, NEFT payment of bills received, the College is moving towards a functionally paperless office.

Green landscaping with trees and plants

The campus has a green landscape with trees which have been labelled with their local as well as botanical names and medicinal properties. There is a herbal garden on campus. A number of plants in pots are maintained on campus, enhancing the aesthetics of its immediate surroundings. A member of the support staff and the students of the WE Nature Society are responsible for maintaining the gardens and the lawns and see to the plants and foliage. Seed distribution is undertaken among students and faculty encouraging them to plant trees not just on campus but even at home, as an effort towards environment consciousness.

File Description	Document
Link for Additional Information	View Document

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

Response: 1.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
10.10	0.11	9.85	0.08	0.08

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

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

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

Response: 56

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	12	9	11	13

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

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

Response: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	9	8	9

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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

Response: 62

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	12	11	11	11

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

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

Response:

National festivals, birth and death anniversaries of eminent leaders are celebrated with great enthusiasm so that a sense of pride and respect for the great personalities of our country are instilled in the students.

- Martyrs' Day on January 30th is remembered in honour of the Father of the Nation, Mahatma Gandhi, on the anniversary of his assassination. This day is also the death anniversary of the Founder of the Loreto Institute, and is observed as Venerable Mary Ward Day.
- Rabindra Jayanti is celebrated on May 8th, by the students, teaching and non-teaching staff of the college. The day is marked by rendering the songs of Tagore popularly known as Rabindra Sangeet and reading excerpts from his works to make the young minds of today conscious about the deep philosophy behind Tagore's writings. As a longstanding tradition of the College, the programme is organized and put up by the teaching staff of the College.
- The students of the college celebrate Independence Day with flag hoisting, a prayer service and a cultural programme by the B.Ed students which emphasizes on the rich cultural diversity of India and promotes the values of national integration and religious tolerance. An exhibition is also put up on a relevant theme chosen specially for the year.
- On Teacher's Day, the students show their reverence for Dr. Sarvepalli Radhakrishnan by organizing a cultural programme to pay their respect to and demonstrate their love for their teachers.
- The undergraduate students celebrate Gandhi Jayanti with great fervor and a programme

highlighting the relevance of Gandhi in the contemporary world is organized by all students of the college. To contextualize the day through sharing and caring, the college keeps 'The Joy of Giving Week' annually from October 02 to October 09, and if this week is during the vacations, the week is kept after classes resume. The collections from this week are sent to Goonj, an NGO that uses the under-utilized and excess urban household material as a tool for rural development.

- Jawaharlal Nehru's birthday on November 14, is celebrated by organizing Students' Day where an interactive session takes place on a topic relevant to today's youth. An expert, who can be an inspirational force, is invited to interact with the students
- National Constitution Day is celebrated on November 26th with all students participating in a specially arranged programme by the Political Science Department. The type of programme varies, from year to year. Students are made aware of the contributions of the Constitution through varying creative, informative and inspirational lens.
- National Communal Harmony week is observed every year for two weeks in November wherein the importance of living in harmony as fellow citizens is emphasised.

File Description	Document
Any additional information	View Document

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

Response:

Financial: All accounts are audited and financial records are meticulously maintained. Both internal and government audits are conducted and tabled before the Governing Body. Receipt of sanctioned grants from the UGC, RUSA and CPE as well as corresponding utilization certificates are presented to the Planning Board that has teaching and non-teaching staff representatives. Notices concerning fee structure and other payments are on the website as well as in the college prospectus. The Provident Fund Trust Board holds an AGM when each member is appraised of the amount in his/her Provident Fund account.

Academic: Notices regarding academic matters are posted on the college website. Selection examinations (Annual system) are scheduled and the examination dates are printed on the college calendar at the beginning of the academic year. There is also a system of internal examinations for the newly introduced CBCS system and dates for the submission of internal marks are notified by the University of Calcutta. Tutorial classes are held regularly and class assignments of students are individually discussed by faculty to ensure transparency in the evaluation method. Students view their scripts for college examinations (annual system) to ensure transparency, to ensure learning and to satisfy the students regarding their performance and the consequent results. For theory classes, attendance is entered online by the faculty on a daily basis so that the students can check their attendance.

The qualifications, achievements and other details about each faculty member and a short history of each department is put on the website so that prospective students can make informed choices regarding their disciplines.

Administrative: All notices pertaining to the administrative functions of the college are posted on the

college website. The deadlines for admission, the methodology by which departments conduct the admission process, both at the under graduate and post graduate levels are clearly stated on the website. The norms and regulations laid down by the University of Calcutta regarding admission of students are followed in a transparent manner and merit lists are published online. Examination schedules, the academic calendar, the timetables of each batch and enrichment courses offered are available on the website.

Recruitment of faculty is done in a transparent way. Being a minority college, the selection of teachers is done by advertising for the posts in leading newspapers and then constituting a Selection Committee with University subject experts who make the final selection. Prospective teachers also give a demonstration lecture to faculty and students and feedback on teaching methods are taken before short-listing the candidates. All candidates are informed about the process well before recruitment takes place.

TAQs are discussed between the Principal and individual teachers in a transparent manner.

Code of Conduct and Code of Ethics are posted on the website to ensure that all stakeholders are aware of it in a transparent manner.

Minutes of staff, committee and departmental meetings are maintained to ensure transparency.

7.2 Best Practices

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

Response:

Best Practice #1:

1.   **Title of the Practice:** Green initiatives

2.   **Objectives of the Practice:** Raging environmental degradation is a cause of global concern. As citizens of the world community it is imperative that each one acts responsibly towards the environment while working for its conservation. As an educational institution, Loreto College is aware of its duty to educate the youth on the importance of conserving the environment by encouraging the adoption of a sustainable lifestyle. The College believes in teaching through practice and therefore attempts to set an example for the students by adopting and encouraging a number of green initiatives.

3.   **The Context:** The College is located in one of the busiest areas of the city and draws upon the limited resources along with residential and commercial establishments. The civic infrastructure of the area has not been modified adequately to deal with the increasing demands of the population. Poor sewerage, pressure on water resources and electricity, vehicular pollution are some of the issues plaguing the area. Being over a 100 years old the structure of the College was not equipped to deal with the changing lifestyle patterns and scarcity of resources. In spite of the limited resources to overhaul and maintain the old infrastructure, the College has taken steps to become an environmentally conscious space and regulate its demand of limited natural resources.

4.   **The Practice:** A holistic education is imperative to create socially responsible individuals. Higher

education cannot limit itself to merely providing academic training. It is important that students are made aware of their duties and responsibilities towards society and the world at large. Being sensitive and responsive to the environment is a trait that has to be inculcated in children at a young age in school and be reinforced at the level of higher education. To set an example and inspire all stakeholders to opt for environment friendly alternatives, Loreto College has initiated the following practices :

•	Solar energy: The College has installed 28 KVA rooftop solar panels and by linked it with the existing Calcutta Electric Supply Corporation (CESC) grid system.

•	Rainwater harvesting: The College is steadily working towards the creation of an infrastructure to facilitate rain water harvesting on a large scale. The green grounds around the College building allow the rainwater to percolate through the soil so that the deep water aquifer/underground water reserve gets replenished. Storm water drains have also been positioned all along the perimeter of the large terrace to collect rainwater.

•	Vermi-composting: The infrastructure for vermi-composting has been successfully installed on campus and the product is put on sale during College events to promote organic gardening, solid waste management in homes and reduce dependence on chemical products.

•	Saving paper: The College is consciously working towards reducing the use of paper by way of digitalization of documents and introduction of an e-academic management system which involves digital management of students' academic details including marks, attendance, etc. The College also encourages duplex printing and photocopying and recycles paper. Used printed letter heads are used for internal memos.

•	Herbal garden: The College has also created a herbal garden and maintains medicinal trees. This initiative contributes to the expansion of the already green campus of Loreto College and creates awareness of the medicinal properties of plants and trees.

•	E-waste management: Repairing and recycling of laptops, computer hardware, projectors is encouraged and executed frequently. Some departments use overhauled computer peripherals and laptops as a part of this process. Disposal of unusable hardware is achieved through buy-back policies and the money is utilized to get new and upgraded equipment. There is also a disposal box for E-waste collection in the College.

5.	**Evidence of Success:** Each initiative undertaken by the College is a small step to contribute to the greater good of humankind. As it may be understood these initiatives take time to bring about significant changes; however the efforts are bearing fruit and gradual changes are becoming visible.

•	There has been a sharp decline in the total electricity consumption after the installation of solar panels.

•	The tanks for rain water harvesting are currently under construction and it is hoped that by early 2020 the project of rain water harvesting will successfully be implemented as planned.

•	As targeted, vermi-composting has been successfully implemented and the second batch of vermi-compost generated was sold to the stakeholders.

• The e-academic management system and duplex printing has visibly reduced the use of paper in the College.

6. Problems Encountered and Resources Required: Financial constraints remain the biggest problem for expensive green initiatives like rain water harvesting. The College is attempting to raise funds for this through a number of channels. Educating the local community about green initiatives so that they too adopt adequate measures also remains a challenge, given that there are many commercial establishments and high rise buildings in the locality.

Best Practice #2:

1.   **Title of the Practice :** Value Education

2.   **Objectives of the Practice:** Loreto College has always believed that the very purpose and main function of education is development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that young citizens can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competent. Keeping this in mind, the college holds regular Value Education classes that are integrated into the curriculum.

3.   **Context:** Teenagers on the brink of adulthood are in need of special attention and guidance in order to protect them from falling prey to vices and developing mental health issues. It is a fundamental requirement in today's fast-paced world that young adults are trained to care for their physical and mental health with as much diligence as they have for pursuing their ambitions. In a technologically-driven world, where a knowledge-based, structured and information-oriented education is emphasized upon, Loreto College strongly feels that modern modes of teaching-learning must be balanced with a simultaneous awareness and training in ethics and human values in order to impart a holistic education. Value Education classes are held to develop other facets of one's personality like the emotional, social and spiritual aspects that are required for the growth of healthy attitudes, habits, values, skills and interests among students.

4.   **The Practice:** The Principal of the College conducts Value Education classes once a week throughout each academic year with every batch of students ranging from the undergraduates to the post graduate and B.Ed students. It has become imperative to include Value Education in the context of higher education in India to impart life skills to technologically competent but often spiritually and emotionally impoverished students, who despite their academic credentials, find it difficult to cope with real life situations. Value Education classes emphasize the need for a commitment to integrity, care, respect, discipline and discernment while teaching soft skills like decision-making, participating in group discussions and communication strategies. It also teaches life skills to cope with gender issues, compatibility in family life and coping with anger and stress. These classes stress on the need for morals and ethics in a commercially-driven and material world where one is likely to face unscrupulous colleagues or associates.

5.   **Evidence of Success:** Value Education has always been an integral part of a Loreto education. Many enter college as diffident students lacking self-confidence but graduate as confident, happy individuals who believe in their worth and effectively utilise the important soft and life skills that they learn in college. A number of our students have enrolled in social work-related programmes at the level of higher education and have passionately made it their profession and established successful NGOs. Even while in college, students enrol in the NSS, Social Service and LTS societies to actively put into practice the values and zeal they imbibe for life and society in Value Education classes. Reaching out to make a

difference is taken seriously by all students and they extend their assistance to slums, NGOs, environmental issues and also spearhead relief programmes in times of natural calamities. Our students selflessly dedicate themselves to the cause of blood donation, tuberculosis awareness and promoting decent standards of health sanitation. The participation of students in social causes is not restricted to their commitments through the Institution, a number of students are passionately involved in outreach activities outside College as well.

6.   **Problems encountered and Resources Required:** The most difficult challenge faced is usually reaching out to students suffering from social and emotional issues who prove to be resistant to any kind of help. Assistance is provided by the College counsellor. However there is scope to introduce specialised professional assistance with the help of psychiatrists, therapists and gynaecologists all of which would certainly require resource generation.

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

7.3 Institutional Distinctiveness

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

Response:

Loreto College is a part of the Order of the Institute of the Blessed Virgin Mary, founded by Mary Ward. The founder's vision was to empower women to take charge of the future and make a difference in the world. An extension of that commitment, Loreto College, Kolkata is proud of its contribution to society in nurturing women of substance and compassion in the 107 years of its existence. The creative and sensitive approach of the College coupled with the desire to accommodate to change helps create an environment conducive for the holistic development of students. While the College encourages academic excellence it lays great emphasis on personality development and community service.

The aim of empowerment is not just to help students realize their privileged position but also to educate them on how to utilize this privilege to alleviate the suffering of others. Values and concern for the community can never be taught, they are imbibed through example and practice. Therefore through its own ingenious ways such as Value Education, Outreach programmes, Inclusive Education, assistance to the Women's Cell, etc the College tries to inculcate values in students. Some of the established practices of the College in this regard are:

- **Value Education:** The Principal of the College conducts weekly Value Education classes throughout the year with every class/ batch. The objective of these classes is to impart life and soft skills which help the students stand out in the world of mechanical learning and working processes.
- **Social Service Society and NSS**: There is an active Social Service Society which along with the NSS acts as the perfect platform for students to reach out to society at large. By organising blood donation camps, cleaning campaigns under Swachh Bharat Abhiyan and visits to NGOs these societies encourage participation from students. Mandatory Social Service is a compulsory aspect

of the curriculum for final year students.

In the event of any natural or human made calamity, such as earthquakes, floods, etc, the staff and students rally round to collect relief for the survivors. The college has been a collection centre for such material from other educational institutions over the years. Collected relief is then packaged by the students and despatched to the endangered areas. The students have programmes such as 'Rhythm for Relief', to enable awareness for collection

- **Inclusive Education**: Providing equal access to the differently-abled is a priority of the College. The entire College is now a barrier- free campus with the installation of ramps, construction of special washrooms, up-gradation of elevator facilities and availability of writers and sound recorders for the visually-challenged. In this regard special mention ought to be made of Kalakriti, a special programme organized by the Psychology Department each year to showcase the talents of the differently-abled and provide a forum for theoretical discussions on inclusive education.
- **The Loreto College Women's Cell**: The Women's Cell of the College was founded in September 1996 to provide free non-formal education to young women who have had no opportunity to go to school or complete school education. With the main thrust being adult literacy, teachers comprising college staff, retired staff, alumnae, well-wishers and friends offer voluntary service in the Women's Cell to help students who had dropped out from school, to pass the board exams through the National Indian Open School. Some students from the Women's Cell are absorbed into the college and are seen through graduation and professional teacher's training, B.Ed and TTC, if they show potential and interest.
- **A Public Speaking Course for SC, ST and Minority community students** is held to impart self-confidence in students coming from less-privileged homes and for first generation learners. This has helped transform our pupils into powerful speakers. The students are encouraged to express themselves. 'Stand Up to Stand Out' has bonded the students; sharing of tough experiences and how they have overcome these situations to emerge victorious has brought many a tear to the eye and emotional support among peer groups.

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

5. CONCLUSION

Additional Information :

Over the span of the past five years, the college has achieved significant growth in key areas. New courses have been opened at the B.A. Honours and Elective levels, and the first P.G. programme has commenced. A COC (Career-Oriented Course) in Human Rights and Empowerment was approved by the UGC and has been running successfully for the five years. In the field of e-governance, too, considerable strides have been made, as both admissions and internal examination results are now processed online. E-tendering has been successfully carried out for the first time. The college website has been redesigned and made more dynamic.

The problem of shortage of space experienced in the past has been dealt with by undertaking an ambitious building project using both government and non-government funds. An additional floor has been constructed, making it possible for the college to now have eight additional classrooms, a spacious library, an examination room, a staff room and a common room. Renovations and modifications have helped to improve earlier facilities. A spacious reading room has also been provided for the students. The hostel has been refurbished and expanded to accommodate students from the B.A.progamme.

Concluding Remarks :

While encouraging excellence in education, sensitising women towards the less privileged and the environment, the College has been focusing on autonomy of functioning. We see empowerment as the distinguishing feature of our educational effort. The recommendations of NAAC (Cycles 1, 2 & 3), the Academic and Adminstative Audit conducted by the Xavier Board of Higher Education and the effective working of IQAC particulary from 2017, provides the college a blue print to work its way towards growth and autonomy. The efforts of the College towards excellence and service to society is reflected in the many accolades it has received. The College ranked 18th at the All-India level by National Institutional Ranking Framework (NIRF) by Ministry of Human Resource Development (MHRD), New Delhi in 2017. Subsequently the College has ranked 32nd in 2018 and 76th in 2019. The College received the *Mother Teresa National Award* for outstanding achievement and contribution as Best College of the Year in 2011, the *Gurukul Awards* (defining excellence in education) for the Best Maintained College in 2013, 2015, 2017, 2018, the *24 Ghanta TV News and Zee Network Education Excellence Award* in 2018. The College was also conferred the prestigious *Sankalp Award* for College of the Year 2019 instituted by Lions Club International, David and Goliath and FACES. In the times to come, the College aspires to impact the overall quality of education in the state, as well as in the country, with effective training and producing responsible citizens of future India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>3</td><td>3</td><td>3</td><td>2</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table>
1.2.2	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented 1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 17 Answer after DVV Verification: 16
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/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 Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>718</td><td>665</td><td>645</td><td>638</td><td>484</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>773</td><td>706</td><td>645</td><td>669</td><td>543</td></tr></table> Remark : Revised as per the documents attached
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the

	last five years
	        Answer before DVV Verification : 15
	        Answer after DVV Verification: 7
	
	    Remark : Revised excluding repetitions, and programs claimed under Metric 1.1.2

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

1.4.2	Feedback processes of the institution may be classified as follows:
	
	        Answer before DVV Verification : B. Feedback collected, analysed and action has been taken
	        Answer After DVV Verification: D. Feedback collected
	    Remark : None of the documents are authorised. All of them are mere printouts except for the action taken document

2.1.2	Average Enrollment percentage
	
	(Average of last five years)
	
	    2.1.2.1. Number of students admitted year-wise during the last five years
	        Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
318	381	346	320	294

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
318	381	346	320	294

2.1.2.2. Number of sanctioned seats year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
425	425	425	400	400

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
440	440	440	415	415

Remark : Revised as per the clarification provided by HEI

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National,

International level from Government, recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	1	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	0	0	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

Remark : Revised as per supporting documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	3	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	2

	Remark : Revised as per journal list
3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

Remark : Considered only one award

3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years 3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	12	11	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	11	11	7

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 32 Answer after DVV Verification: 44
4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the

last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
139.51375	60.69313	61.31130	315.94129	43.60655

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
110.54	51.93	61.31	73.71	43.60

Remark : Revised on the basis of statement of expenditure attached. Maintained the total expenditure of 2015-16 from the Metric 4.2 as the value exceeds from Metric 4.2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7.69045	8.16262	4.15842	23.80898	5.11968

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.42	5.96	3.33	22.69	3.94

Remark : Unable to locate the values of expenditure on Library books and journals form the attached statement of accounts. Therefore, revised on the basis of statement of accounts from the Metric 4.1.4

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14.45512	28.34966	66.60205	10.35513	15.65983

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

| 14.45 | 28.34 | 67.06 | 10.81 | 15.65 |

Remark : Revised on the basis of the supporting statement of accounts

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	2	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No Government sanctioned letter provided

5.1.3	Number of capability enhancement and development schemes –
	1. For competitive examinations
	2. Career counselling
	3. Soft skill development
	4. Remedial coaching
	5. Language lab
	6. Bridge courses
	7. Yoga and meditation
	8. Personal Counselling
	Answer before DVV Verification : A. 7 or more of the above
	Answer After DVV Verification: A. 7 or more of the above
6.4.2	Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)
	6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

	Answer before DVV Verification:				
	2018-19	2017-18	2016-17	2015-16	2014-15
	1.28215	9.5591	0.739	7.6054	50.5431

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.44	9.38	0.55	7.75	0.30

Remark : Considered only Donations received and not consultancy fees and miscellaneous income

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution:
	1. Physical facilities
	2. Provision for lift
	3. Ramp / Rails
	4. Braille Software/facilities
	5. Rest Rooms
	6. Scribes for examination
	7. Special skill development for differently abled students
	8. Any other similar facility (Specify)
	Answer before DVV Verification : B. At least 6 of the above
	Answer After DVV Verification: B. At least 6 of the above
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	12	9	11	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	12	9	11	13

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 18 Answer after DVV Verification : 174
1.2	Number of programs offered year-wise for last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	18	17	16	16

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	18	17	16	16

2.1	Total number of classrooms and seminar halls Answer before DVV Verification : 32 Answer after DVV Verification : 44

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
198.96987	185.58971	222.21936	389.65426	117.71739

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
130.17	125.89	603.17	73.71	74.11