



# **YEARLY STATUS REPORT - 2023-2024**

## **Part A**

### **Data of the Institution**

#### **1.Name of the Institution**

**Loyola College of Education**

- Name of the Head of the institution

**Dr. L. Kulandai Theresal**

- Designation

**Principal**

- Does the institution function from its own campus?

**Yes**

- Phone no./Alternate phone no.

**04428178415**

- Mobile No:

**9442066445**

- Registered e-mail

**lcoechennai@gmail.com**

- Alternate e-mail

**iqac@lcechennai.edu.in**

- Address

**Loyola College Campus, Sterling Road, Nungambakkam, Chennai**

- City/Town

**Nungambakkam, Chennai**

- State/UT

**Tamil Nadu**

- Pin Code

**600034**

#### **2.Institutional status**

- Affiliated / Constitution Colleges

**Affiliated**

- Type of Institution

**Co-education**

- Location

**Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Tamil Nadu Teachers Education University**
- Name of the IQAC Coordinator **Dr. A. Jasmine Christy**
- Phone No. **9444845159**
- Alternate phone No. **04428178416**
- Mobile **7010031228**
- IQAC e-mail address **iqac@lcechennai.edu.in**
- Alternate e-mail address **lcoechennai@gmail.com**

**3.Website address (Web link of the AQAR (Previous Academic Year))** <https://lcechennai.edu.in/downloads/AQAR2022-2023.pdf>

**4.Whether Academic Calendar prepared during the year?** **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://lcechennai.edu.in/calenda.html>

### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.79</b>	<b>2011</b>	<b>16/09/2011</b>	<b>15/09/2016</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.48</b>	<b>2017</b>	<b>22/02/2017</b>	<b>21/02/2022</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.06</b>	<b>2024</b>	<b>29/11/2024</b>	<b>28/11/2029</b>

**6.Date of Establishment of IQAC** **03/06/2008**

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
<b>NA</b>	<b>NA</b>	<b>NIL</b>	<b>NIL</b>	<b>0</b>

**8.Whether composition of IQAC as per latest NAAC guidelines** **Yes**

- Upload latest notification of formation of IQAC [View File](#)

**9.No. of IQAC meetings held during the year** **10**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

**Student Development Programmes**

**Faculty Development Programmes**

**Academic and Administrative Audit**

**Submission of AQAR for the Academic Year 2022-2023**

**3rd Cycle of NAAC Accreditation**

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Staff Orientation	Recognize and support students' mental health needs within the classroom.Utilize statistical tools to analyze and interpret educational data for research.Integrate and utilize digital tools to enhance teaching and learning
Preparation of AQAR 2022-2023 Brainstorming Session-Criterion Wise	Participants gain a deeper understanding of each NAAC criterion as it applies to institutional activities, enabling them to accurately document achievements and improvements in the AQAR.
Student Orientation	Develop skills to create a supportive and collaborative classroom atmosphere.Evaluate initial teaching aptitude and identify areas for development.Assess English proficiency for appropriate placement in spoken English classes.Understand the structure and expectations of the B.Ed. program and teaching profession.Comprehend and adhere to the code of conduct at Loyola College of Education.Gain an understanding of the principles and values of Jesuit education
Content Enrichment /Foundation Course	Enhance subject matter expertise and technical proficiency
Submission of AQAR for the academic year 2022-2023	Gain clarity and focus on institutional functioning towards quality enhancement
Discussion on Write -ups for the SSR 3rd cycle of NAAC (Criterion Wise)	Develop Expertise in Quality Assurance and Accreditation Processes
Strategic Session: Planning,	Gain Proficiency in NAAC

Preparation & Submission-3rd Cycle of NAAC	Accreditation Requirements and Processes
Curriculum Feedback from Internship School heads & Teachers	By collecting feedback from internship school heads and teachers, educators will gain valuable insights into the curriculum's alignment with real-world teaching practices, student needs, and educational goals, empowering them to make informed decisions for curriculum development and revision to better meet the needs of learners.
Curriculum Feedback from B.Ed. Second Year students	By providing feedback on the curriculum, B.Ed. second-year students actively contribute to the improvement process. This engagement fosters a collaborative relationship between students and faculty, empowering students to voice their opinions and preferences and enabling faculty to make informed decisions for curriculum development and revision that better meet the needs of learners.
Curriculum Feedback from Alumni	Identify areas of the curriculum that are well-aligned with industry needs and those that need to be adjusted to better prepare students for the workforce.
Curriculum Feedback from Employers	Tailor educational programs to meet current industry standards and demands
Brainstorming Session on Qualitative Metrics (Write Ups) of the SSR-3rd Cycle of NAAC (Criterion Wise)	Craft high-quality, criterion-specific qualitative metrics and narratives that effectively showcase the institution's strengths, achievements, and areas for improvement in

	alignment with NAAC standards.
Action taken report for curriculum feedback based on feedback given by -Students, Internship school heads & teachers, alumni & employers	Enhance curriculum alignment with employment trends and employer expectations. Improve student satisfaction and engagement by addressing identified areas for enhancement. Strengthen partnerships with internship schools and industry stakeholders to provide more valuable experiential learning opportunities. Increase alumni engagement and support by incorporating their feedback to enrich program outcomes.
Critical examination of assessment in relation with students (Online Mode)	B.Ed. students will develop the skills to create assessments that cater to diverse student needs, promote deeper learning, and provide meaningful feedback to support continuous improvement.
Teacher's Eligibility Test Awareness Programme	B.Ed. students will gain a thorough understanding of TET patterns, syllabus, and examination format, along with effective strategies for preparation, enabling them to increase their chances of success in clearing the TET examination.
Refining Narratives for NAAC 3rd Cycle SSR	Acquire skills in crafting clear, concise, and persuasive narratives that accurately reflect the institution's strengths, challenges, and strategies for quality enhancement, thereby contributing to the preparation of a high-quality SSR for NAAC accreditation.

Staff Performance Appraisal-Semester I by B.Ed. First Year Students	Faculty will learn to interpret and utilize student feedback constructively, identifying areas for improvement in their teaching methods, communication, and overall interaction with students to enhance the quality of their instruction and academic support
Subject wise Feedback by the Students -Semester I B.Ed. First Year students	Through subject-wise feedback, students actively engage in providing insights and suggestions for improvement, empowering them to voice their opinions and preferences, and encouraging faculty to tailor their teaching approaches to better meet student needs, ultimately fostering a more student-centered learning environment.
TET Entry Level Test -B.Ed. Second Year Students	B.Ed. second-year students develop a deep understanding of the TET syllabus, exam pattern, and scoring system, as well as refine their test-taking strategies and problem-solving skills, ultimately increasing their confidence and readiness to excel in the TET examination
TET Coaching Classes-B.Ed. Second Year Students	B.Ed. second-year students will demonstrate enhanced subject knowledge, test-taking skills, and confidence as a result of participating in TET coaching classes, ultimately increasing their likelihood of achieving success in the TET examination and advancing in their teaching careers
Submission of IIQA Approval of IIQA	Through the preparation and submission of the IIQA report, students and staff will develop

	a comprehensive understanding of quality assurance practices, including data collection, analysis, and improvement planning, contributing to their proficiency in quality management within the institution
A Special Talk on "Need & Importance of NAAC Accreditation"	Gain knowledge about need and importance of NAAC Accreditation
SWOC Analysis on Institution by the students	Students develop the ability to critically assess and analyze various aspects of the institution, including its resources, policies, and environment, thereby enhancing their analytical and critical thinking skills.
A Special Talk on "Election Literacy Programme"	Students develop a deeper understanding of democratic principles, electoral processes, and the significance of active participation in the democratic process, leading to increased civic engagement and responsibility among the student body.
One day International Online webinar on "Empowering Diversity: Leading Innovation in 21st Century Education"	Value Diversity: Understand the power of diverse perspectives in driving creativity and critical thinking. Champion Inclusion: Create welcoming environments and culturally responsive practices for all learners. Empower Learners: Design lessons that cater to diverse needs and foster student agency. Drive Innovation: Leverage collaboration to generate solutions and build a culture of experimentation. Lead Transformation: Advocate for



	policies and practices that promote continuous improvement in diversity and inclusion
Certificate Courses.1.Sign Language 2.Communication & Performing Arts 3.Teaching Basic Tamil Language 4.Google Mastery	1.Demonstrate proficiency in expressive and receptive sign language skills 2..Demonstrate improved verbal and non-verbal communication skills 3.Demonstrate proficiency in teaching basic Tamil language skills, including vocabulary, grammar, and pronunciation.4.Utilize Google's tools and applications proficiently for productivity and collaboration
Teaching Aptitude Test -Exit Behaviour -B.Ed. Second Year Students	B.Ed. second-year students will demonstrate their proficiency in teaching aptitude by successfully completing the Exit Level Teaching Aptitude Test
Teaching Aptitude Test Analysis Report Entry behaviour & Exit behaviour of Students (2022-2024 Batch)	The 2022-2024 batch showed significant growth in teaching proficiency, with average test scores improving from 60% at entry to 85% at exit.
Uploading & Submission of SSR for 3rd Cycle NAAC	Through the process of preparing and submitting the SSR, the institution engages in a comprehensive self-assessment, leading to a deeper understanding of its strengths and weaknesses, and fostering a culture of continuous improvement, thereby enhancing overall institutional quality and effectiveness.
Student Satisfaction Survey -NAAC Received	The survey indicates that students felt they gained a strong understanding of key concepts, significantly enhancing their practical skills and readiness for their future

	<b>careers.</b>
<b>Staff Performance Appraisal - Sem IV-B.Ed. Second Year Students</b>	B.Ed. second-year students will develop skills in evaluating and providing feedback on staff performance, honing their ability to assess teaching practices, communication effectiveness, and interpersonal skills, thereby enhancing their own professional development as future educators
<b>TET Exit Level Test B.Ed. Second Year Students Analysis Report</b>	B.Ed. second-year students will demonstrate readiness for the teaching profession by successfully completing the TET Exit Level Test, indicating their competency in pedagogical practices, subject knowledge, and readiness to assume teaching roles in educational institutions
<b>Subject wise Feedback by the students-Semester IV-B.Ed. Second Year students</b>	By providing subject-wise feedback, B.Ed. second-year students will actively engage in the curriculum improvement process, fostering a student-centered learning environment and empowering faculty to tailor their teaching approaches to better meet student needs.
<b>Student Satisfaction Survey by B.Ed. Second Year</b>	By analyzing the results of the student satisfaction survey, educators and administrators will gain valuable insights into student needs, preferences, and concerns, enabling them to make informed decisions for program enhancement and to provide targeted support services to enhance student satisfaction and retention rates
<b>Staff Performance Appraisal - Sem II-B.Ed. First Year Students</b>	B.Ed. first-year students will develop skills in critically

	evaluating teaching practices and providing constructive feedback, fostering their ability to engage in reflective practice and continuous improvement as future educators.
Subject wise Feedback by the students-Semester II-B.Ed. First Year students	By providing subject-wise feedback, B.Ed. first-year students will actively participate in the curriculum improvement process, fostering collaboration between students and faculty and empowering students to contribute to the enhancement of their learning experience.
Self- Appraisal by teaching & non-teaching staff	Enhance Self-Awareness and ownership
Principal Performance Appraisal by the teaching staff	Enhance leadership effectiveness and collaboration Empowerment and professional development
Pre-Test & Post-Test for all the subjects-Semester I, II & IV	Students will demonstrate increased competency and mastery in the subject matter, as evidenced by their performance improvement from the pre-test to the post-test.
Received DVV Clarifications	Strengthen internal quality assurance mechanisms based on feedback and recommendations from NAAC
Internal Academic Auditing-Academic Year 2023-2024	Significant improvement of the individual faculty with regard to attending seminars, publishing papers, organizing seminars / workshops, maintaining records etc.
AAA-Academic Year 2023-2024	Analyze and evaluate the satisfaction of teaching and learning

**13. Whether the AQAR was placed before statutory body?** **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Governing Body Meeting	13/11/2024

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>Loyola College of Education</b>
• Name of the Head of the institution	<b>Dr. L. Kulandai Theresal</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>04428178415</b>
• Mobile No:	<b>9442066445</b>
• Registered e-mail	<b>lcoechennai@gmail.com</b>
• Alternate e-mail	<b>iqac@lcechennai.edu.in</b>
• Address	<b>Loyola College Campus, Sterling Road, Nungambakkam, Chennai</b>
• City/Town	<b>Nungambakkam, Chennai</b>
• State/UT	<b>Tamil Nadu</b>
• Pin Code	<b>600034</b>
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	<b>Affiliated</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Financial Status	<b>Self-financing</b>
• Name of the Affiliating University	<b>Tamil Nadu Teachers Education University</b>
• Name of the IQAC Coordinator	<b>Dr. A. Jasmine Christy</b>

• Phone No.	9444845159				
• Alternate phone No.	04428178416				
• Mobile	7010031228				
• IQAC e-mail address	iqac@lcechennai.edu.in				
• Alternate e-mail address	lcoechennai@gmail.com				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://lcechennai.edu.in/downloads/AQAR2022-2023.pdf">https://lcechennai.edu.in/downloads/AQAR2022-2023.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://lcechennai.edu.in/calendar.html">https://lcechennai.edu.in/calendar.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.79	2011	16/09/2011	15/09/2016
Cycle 2	A	3.48	2017	22/02/2017	21/02/2022
Cycle 3	A	3.06	2024	29/11/2024	28/11/2029
<b>6.Date of Establishment of IQAC</b>			03/06/2008		
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Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
NA	NA	NIL	NIL	0	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
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<b>9.No. of IQAC meetings held during the year</b>	<b>10</b>	
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<b>Academic and Administrative Audit</b>		
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<b>3rd Cycle of NAAC Accreditation</b>		
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Student Satisfaction Survey -NAAC Received	The survey indicates that students felt they gained a strong understanding of key concepts, significantly enhancing their practical skills and readiness for their future careers.
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Pre-Test & Post-Test for all the subjects-Semester I, II & IV	Students will demonstrate increased competency and mastery in the subject matter, as evidenced by their performance improvement from the pre-test to the post-test.
Received DVV Clarifications	Strengthen internal quality assurance mechanisms based on feedback and recommendations from NAAC
Internal Academic Auditing-Academic Year 2023-2024	Significant improvement of the individual faculty with regard to attending seminars, publishing papers, organizing seminars / workshops, maintaining records etc.
AAA-Academic Year 2023-2024	Analyze and evaluate the satisfaction of teaching and learning
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name	Date of meeting(s)
Governing Body Meeting	13/11/2024

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022 - 2023	29/02/2024

**15. Multidisciplinary / interdisciplinary**

Loyola College of Education, located in Chennai, Tamil Nadu, is a self-financed, non-autonomous institution affiliated with Tamil Nadu Teachers Education University (TNTEU), established under Tamil Nadu Act 33 of 2008. The college is dedicated to offering a high-quality Bachelor of Education (B.Ed.) programme that aligns with the curriculum and regulations set by TNTEU. The institution envisions a holistic transformation into a multidisciplinary hub that prepares students to thrive in an evolving educational landscape. This transformation includes upgrading infrastructure, enhancing faculty development to promote interdisciplinary teaching, and encouraging community engagement. With a focus on personalized student support, Loyola College of Education aims to align its offerings with the National Education Policy (NEP) 2020. A crucial element of this vision is the development of a flexible curriculum structure that offers students multiple entry and exit points, allowing them to customize their learning experiences while ensuring academic rigor. The vision of Loyola College of Education is encapsulated in its mission statement: "Holistic formation of human engineers with techno-pedagogical skills to develop a humane society." The institution aspires to become a leading multidisciplinary institution that fosters creativity, critical thinking, and innovation across various academic fields. By providing a dynamic and inclusive learning environment, the college aims to equip students with the skills, knowledge and mindset necessary to navigate and contribute to a complex, interconnected world. As part of its future plans, the institution is actively working on designing a flexible, multidisciplinary curriculum. This new curriculum will feature multiple entry and exit points during students' undergraduate studies, allowing them to earn certifications at different stages based on their academic progress. This flexibility will ensure that students can tailor their education to their personal needs and career aspirations, all while maintaining the rigorous standards necessary for high-quality learning. To address



pressing societal challenges, the institution also plans to engage in more multidisciplinary research initiatives. The college is in the process of establishing interdisciplinary research centres, which will encourage both faculty and students to collaborate across various academic fields. These centres will serve as a platform for research focused on finding innovative solutions to societal issues. By fostering a research culture that promotes collaboration and creative problem-solving, the college seeks to contribute meaningfully to solving some of the most pressing challenges of our time. The college is committed to fostering interdisciplinary research through its faculty development programmes. Regular workshops and training sessions are conducted to equip faculty members with the skills necessary for effective interdisciplinary teaching and research. These initiatives ensure that faculty are well-prepared to guide students in exploring complex, interconnected topics from diverse perspectives. Additionally, Loyola College of Education promotes interdepartmental collaboration and student participation in multidisciplinary activities such as seminars, workshops and conferences. These activities enable students to expand their academic horizons beyond traditional subject boundaries, fostering a deeper understanding of how different fields intersect and influence each other. By adopting these practices, Loyola College of Education is actively contributing to the realization of NEP 2020's vision for a comprehensive, interconnected education system that prepares students for the challenges and opportunities of the 21st century. humane society." The institution aspires to become a leading multidisciplinary institution that fosters creativity, critical thinking, and innovation across various academic fields. By providing a dynamic and inclusive learning environment, the college aims to equip students with the skills, knowledge and mindset necessary to navigate and contribute to a complex, interconnected world. As part of its future plans, the institution is actively working on designing a flexible, multidisciplinary curriculum. This new curriculum will feature multiple entry and exit points during students' undergraduate studies, allowing them to earn certifications at different stages based on their academic progress. This flexibility will ensure that students can tailor their education to their personal needs and career aspirations, all while maintaining the rigorous standards necessary for high-quality learning. To address pressing societal challenges, the institution also plans to engage in more multidisciplinary research initiatives. The college is in the process of establishing interdisciplinary research centres, which will encourage both faculty and students

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#### **16.Academic bank of credits (ABC):**

Loyola College of Education, affiliated with TNTEU, is committed to aligning with the objectives outlined in NEP 2020, particularly the implementation of the Academic Bank of Credits (ABC). The college is prepared to fulfil the NEP 2020's requirements for ABC when mandated by the university, demonstrating its commitment to progressive and flexible higher education practices. Due to its status as a self-financed, non-autonomous institution affiliated with Tamil Nadu Teachers Education University, the college has not yet registered under the Academic Bank of Credits (ABC). This prevents students from currently benefiting from multiple entry and exit options within their chosen programs. The college promotes faculty autonomy within an approved framework, empowering them to design innovative curricula and teaching methods. Faculty members can introduce supplementary materials to suit their teaching styles and student needs. Beyond university-mandated assessments, faculty create innovative assignments to foster deeper learning and cater to diverse learning styles. Faculty also have the flexibility to design assessments that effectively evaluate student understanding, incorporating methods such as project-

based work, presentations, or portfolios. For certificate courses, faculty have full control over curriculum and assessment design, enabling them to tailor the learning experience to specific student needs.

### 17.Skill development:

The goal of Loyola College of Education is not only to train teachers, but to form them holistically. College recognises the importance of vocational training, and it is the first to take necessary action. As part of the curriculum, students receive practical training on SUPW, YOGA, ICT and Life Skills. Additionally, via certificate programs like Art and Communication in classroom, Google mastery, Basic language skills (Tamil) and mentorship, we mould the students into the men and women of others. The programs on soft skills such as time management, health education, self-development, value education, official interaction (interviews, meetings and program organisation) and personal management form the student teachers, a multidimensional personality. College strives to solve the issues of the disadvantaged by whatever means necessary, starting with our college's vision and purpose. The principles of the constitution are upheld from the time students are chosen during the admissions process until the conclusion of their studies. All pupils participate in the celebration of religious holidays, which fosters civic virtues. When handicapped kids are included, it helps the other students to empathise with their struggles and cultivate a good attitude towards helping those in need. The goals of technological pedagogy push us to adjust to the dynamic era. College trains the students in accordance with the syllabus and policies of the Tamil Nadu Teachers Education University as an affiliated college. In addition to the course credits, LCE offers certificate courses. Students are given a variety of opportunities by teacher educators to help them showcase their skills. Students are trained and assessed on their own talents by the special trainers who are invited. Students get interview skills training, which includes practicing résumé writing, oral and written communication, and simulated interviews conducted with the assistance of head teachers from other schools. In addition to developing the teaching skills, the program gives students more platforms to showcase their fine arts abilities through club activities, intercollegiate contests, cultural events, talent search competitions, and creative assemblies. Given the linguistic diversity of the aspiring teachers and their preference for English-medium education, we also provide them with a short-term course to help them become more proficient in

the language, depending on their needs.

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

The college is practicing bilingual mode of teaching, in the bilingual mode one is vernacular language (Tamil ) and other one is linking language(English). And the above said bilingual mode of teaching carried only in offline, there was no necessity raised of online teaching in this academic year. Since it is a College of Education, Management strictly following the Indian culture of dress code. Girl Students are asked to wear Traditional dresses like Saree and Chuddidhar and boys are allowed to wear traditional costume along with formal shirt and pants. The College management asked the faculties to take the class in bilingual wherever necessary. The motive behind the bilingual mode of teaching is to bring-up learner with clear understanding of the concept under each Course. And there is no language restriction from TNTEU which is affiliation body of this college, and it clearly specified the medium of instruction should be either in English or Tamil Language. All the Courses other than the pedagogy of English, under the B.Ed. Programme are provided in Bilingual. They are (i) Educational psychology (ii) Contemporary Indian and Education, (iii) Teaching and Learning, (iv) Language across the Curriculum, (v) Knowledge and Curriculum, (vi) Assessment for Learning, (vii) Creating an inclusive School, (viii) Yoga and Health Education (IX)) Electives : (a) Human Rights Education, (b) Life Skill Education, (X) Pedagogy of Mathematics, (Xi) Pedagogy of Physical Science, (Xii) Pedagogy of Biological Science, (Xiii) Pedagogy of Computer Science, (Xiv) Pedagogy of History, (Xv) Pedagogy of Commerce. And the Pedagogy of Tamil is provided in Indian classical language. At present efforts are being taken to preserve the classical language of Tamil through permitting our students to take part in the competitions like Tamil elocution, literary competition and essay writing conducted in other colleges as well as the above said competitions conducted in the institution At the time of teaching, distinctive efforts are being taken by the faculties to add knowledge of the Indian tradition as additional knowledge to their content taught. The management also specially asked the staff to mention lifetime examples along with content teaching. College celebrates the traditional Tamil festival like "Pongal" in the campus. At the time of preparation for festival "Uri adi" the traditional game and "Rangoli" competition are conducted to boys and girls respectively. During cultural celebration students are encouraged

to participate in traditional Art of "folk" and Bharadhanattiyam" the classical dance of India and "dramas" are also encouraged to display. College is in the good practice of conducting separate section of class for students who opted to study in Tamil medium. Though the Tamil medium class strength is minimal in number the college never give up the practice of having separate class for Tamil medium, this practice carried in both offline and online mode. In both the online and offline mode of teaching students have to follow the decent dress code of our Indian culture. Apart from this while students choosing online courses, students are encouraged to choose humanistic subjects rather than focussing on technical subjects alone.

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

Loyola College of Education, affiliated with Tamil Nadu Teachers Education University, follows the university's prescribed curriculum while focusing on the holistic development of prospective teachers. The institution's vision is to shape educators with techno-pedagogical skills who contribute to a humane society. To achieve this, LCE organizes seminars, workshops, and special programs aimed at enhancing both academic and personal growth. The college emphasizes a balanced development approach by offering training in Yoga, Art & drama, and creating e-content. This ensures that students are equipped with the necessary skills to adapt to the technological and competitive demands of the modern educational world. By integrating traditional teaching methods with modern tools, Loyola College of Education prepares its students to be well-rounded, adaptable, and capable educators. In essence, LCE combines academic rigor with practical training to create educators who are not only skilled in teaching but also well-prepared to navigate the complexities of a rapidly evolving society. Loyola College of Education, affiliated with Tamil Nadu Teachers Education University, aligns its programs with the curriculum and guidelines prescribed by the university, ensuring that it offers a comprehensive education for aspiring teachers. The institution's vision—to foster the "holistic formation of human engineers with techno-pedagogical skills to develop a humane society"—reflects its commitment to producing educators who are not only skilled in pedagogy but also attuned to the broader needs of society in the context of technological advancements. Loyola College of Education takes several initiatives to achieve this vision. These initiatives include organizing seminars, orientation programs, special talks, and workshops, all of which focus on developing both the academic and



personal attributes of prospective teachers. By integrating techno-pedagogical skills into their training, LCE prepares students to navigate the evolving landscape of education, which increasingly demands proficiency in technology. A standout feature of Loyola College of Education's training is its emphasis on holistic development, aimed at nurturing well-rounded individuals. In addition to traditional academic coursework, the college offers training in Yoga, Art & drama, and the creation of e-content. This diverse approach ensures that prospective teachers are equipped to handle not just the technical aspects of teaching but also the personal and social challenges they might encounter in their roles. This integration of various skills helps trainees stay adaptable and competitive in a rapidly changing world. In summary, Loyola College of Education provides a forward-thinking, comprehensive teacher education program that balances traditional pedagogical principles with modern technological tools, aiming to shape well-rounded educators capable of contributing to a humane and progressive society.

Loyola College of Education employs a variety of approaches to analyze and enhance the teaching-learning process. These include: Internal Examinations, Class Tests, Seminar Presentations, Group Discussions, Micro-Teaching, and Teaching Competency Assessments. These methods equip prospective teachers with the confidence and skills necessary to enter their profession without despair.

**Loyola College of Education: Shaping Human Engineers**

Loyola College of Education fosters holistic development in future educators through innovative practices, including: Internal Examinations Remedial Classes Micro-Teaching Creative Assembly Spoken English Internal Examinations and Remedial Classes: Two internal examinations are conducted to assess learning outcomes. Remedial classes are provided to support slow learners, with tailored measures to enhance their progress. Micro-Teaching: To build essential teaching skills, Micro-Teaching Workshops are held for every batch. Teacher educators demonstrate key skills, and prospective teachers are given time to practice and refine them. Creative Assembly: Creative Assemblies, conducted by each department, provide a platform for prospective teachers to showcase talents and explore themes that promote awareness. These sessions also nurture leadership qualities. Spoken English: The institution emphasizes communication skills, offering training to enhance spoken English and prepare teachers for professional success. By employing these strategies, Loyola College of Education ensures that future educators are well-equipped to excel in their careers.

## 20.Distance education/online education:

**Affiliation and Future Plans** Loyola College of Education is affiliated with Tamil Nadu Teachers Education University. Currently, the institution does not offer programs in ODL (Open and Distance Learning) mode. However, plans are underway to introduce Diploma, Postgraduate Diploma, and Certificate courses in the coming years. Online platforms are another way that Loyola College of Education interacts with its students. For the benefit of aspiring teachers, Loyola College of Education teacher educators produce e-content, blogs, and Google Classroom. To allow students to study at their own pace, study materials, slideshows, and question banks were posted on blogs and Google Classroom. Tests and quizzes were administered online. Teacher educators were prepared to provide assistance through online courses because of the epidemic. Classes were taken online using Google Meet, Teams, etc. Online lectures, special speeches, and orientation programs are conducted using Google Meet. Certificate course - sign language also conducted through online.

### Extended Profile

#### 1.Programme

1.1	31
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 2.Student

2.1	253
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	91
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.3	147
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>3.Academic</b>	
3.1	20
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	NA (Self-Financing)
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	17
Total number of Classrooms and Seminar halls	
4.2	103.88
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	100
Total number of computers on campus for academic purposes	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curricular Planning and Implementation</b>	



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

#### Curriculum Planning and Delivery at Loyola College of Education

##### Systematic Approach

Loyola College of Education, affiliated with Tamil Nadu Teachers Education University (TNTEU), adopts a systematic approach to curriculum planning and delivery. Each academic year, the Planning and Evaluation Committee designs the academic calendar to align with TNTEU's curriculum, detailing programme outcomes, course structures and assessment weightage. This information is shared with students during the student orientation programme.

##### Faculty Orientation and Timetable Preparation

Before the academic year begins, an orientation for faculty is conducted to ensure effective curriculum implementation. A semester-wise timetable for first and second-year students is prepared in advance, incorporating committee activities. Faculty members are assigned courses based on their qualifications and expertise to optimize teaching effectiveness.

##### Curriculum Delivery and Pedagogical Techniques

Curriculum delivery is enhanced through the use of information and communication technology (ICT) and diverse pedagogical techniques, promoting engaging learning experiences. The college features well-equipped laboratories to meet practical learning requirements, ensuring students gain hands-on experience.

##### Monitoring Student Progress

Throughout the semester, faculty members actively monitor students progress, identifying those who may be struggling academically. Parents of these students are informed to facilitate necessary support, ensuring timely attention and guidance.

##### Feedback and Continuous Improvement

At the end of each semester, feedback is collected from students, alumni, school heads and faculty. This feedback is reviewed and submitted to the TNTEU academic council for potential curriculum improvements, ensuring alignment with the evolving needs of stakeholders.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://www.lcechennai.edu.in/igac.html">https://www.lcechennai.edu.in/igac.html</a>

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

#### Adherence to Academic Calendar

The institution strictly follows the academic calendar, ensuring that all examinations, including Continuous Internal Evaluation (CIE), are conducted as scheduled. The academic year features two Continuous Internal Assessments (CIA) and one model exam, designed to consistently and comprehensively monitor student progress.

#### Evaluation and Support

The results of these internal assessments are thoroughly analyzed to identify areas where students may require additional support. For those struggling to meet academic standards, remedial classes are organized to provide extra assistance and enhance performance.

#### Assessment Structure

The university examination system allocates 70 marks for the main external evaluation and 30 marks for internal assessments, which encompass assignments, tests, seminars, attendance and other academic activities. This balanced approach ensures a comprehensive assessment of both theoretical knowledge and practical skills.

#### Compliance with University Guidelines

Operating under the guidelines of Tamil Nadu Teachers Education University (TNTEU), the institution is a self-financing, non-autonomous, and affiliated college. This status allows adherence to the university's academic framework while maintaining its own academic schedule. The result-oriented approach helps uphold high educational standards while providing timely support to students.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	<a href="https://www.lcechennai.edu.in/calendar.html">https://www.lcechennai.edu.in/calendar.html</a> <a href="#">1</a>

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

**A. All of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

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

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

**02**

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)****04**

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year****252****1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year****252**

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

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

The institution integrates crosscutting issues such as professional ethics, gender, human values and environment and sustainability into its curriculum to promote holistic student development.

**Professional Ethics**

The curriculum incorporates relevant topics through courses like Teaching and Learning and Psychology, focusing on instilling ethical principles essential for professional conduct. These courses emphasize responsible behavior, accountability, and integrity across various fields. Additionally, activities related

to professional ethics are organized to engage students and reinforce these values.

#### Gender

Gender equality is another critical crosscutting issue addressed by the institution. Various gender-related activities, workshops, and awareness programs are organized to promote sensitization and equality. These initiatives encourage students to critically engage with issues of gender discrimination and empowerment, fostering a culture of respect and inclusion.

#### Human Values

Human values are embedded in the curriculum, particularly through courses on human rights, which help students understand the importance of dignity, justice and fairness in society. The institution promotes discussions and seminars that highlight the significance of human rights and the role students play in advocating for them.

#### Environment and Sustainability

Furthermore, environment and sustainability are integrated into various subjects, encouraging students to understand and address environmental challenges while promoting sustainable practices. These crosscutting issues are vital in shaping responsible, ethical and globally conscious individuals.

File Description	Documents
Any additional information	<a href="#">View File</a>
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

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

6

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

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

**252**

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 1.4 - Feedback System

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

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	<a href="#">View File</a>

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

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

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://www.lcechennai.edu.in/igac.html">https://www.lcechennai.edu.in/igac.html</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

**150**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

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

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

**91**

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

### Comprehensive Evaluation System

Loyola College of Education implements a robust evaluation system to support diverse learning levels among student-teachers, offering tailored programs for both advanced and slow learners. The process begins with a two-day orientation facilitated by the Internal Quality Assurance Cell (IQAC), which familiarizes first-year students with the B.Ed. programme's demands.

### Assessment and Support Programmes

The college conducts an English proficiency test during the student orientation programme to identify language challenges and enhance communication skills, complemented by an oral exam to determine the medium of instruction. A Teaching Aptitude Test assesses readiness for teaching, focusing on innovative methods and interpersonal relationships.

### Enrichment and Training

The Content Enrichment Programme provides foundational knowledge in pedagogy, while a 7-day Foundation Course equips student-teachers with essential ICT skills for modern classrooms. Micro-teaching sessions offer a platform for refining instructional techniques through peer feedback.

### Internship and Mentoring

A comprehensive 16-week school internship allows for practical application and systematic assessment of teaching performance. Additionally, mentoring sessions provide personalized guidance for professional development.

### Continuous Assessment



The assessment framework includes both formative and summative evaluations, with remedial classes available for slow learners. Regular entry and exit tests enable the analysis of learning outcomes, ensuring that all student-teachers are empowered to reach their full potential.

File Description	Documents
Link for additional Information	<a href="https://www.lcechennai.edu.in/downloads/IQAC-ActionTakenReport-2023-2024.pdf">https://www.lcechennai.edu.in/downloads/IQAC-ActionTakenReport-2023-2024.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

Number of Students	Number of Teachers
253	20

File Description	Documents
Any additional information	<a href="#">View File</a>

## 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

### Skill Acquisition and Overall Development

Loyola College of Education (LCE) is committed to fostering skill acquisition and holistic development through its innovative teaching-learning methodology. Faculty members utilize student-centered strategies that blend offline and online pedagogies, tailored to specific subjects and individual teaching styles. This diverse approach enhances educational opportunities and aligns with outcome-based education.

### Experiential Learning

LCE emphasizes experiential learning, encouraging the students to apply theoretical concepts in practical settings. This hands-on approach boosts confidence and deepens understanding. Faculty members employ strategies such as educational tours, field trips, micro and macro instruction and practical classes, along with teaching-learning materials (TLMs) and creative projects like

poster-making on real events.

### Participatory Learning

Participatory learning fosters active engagement, facilitating quicker comprehension of concepts and encouraging student expression. Techniques such as discussions, debates, the Jigsaw Technique and group discussions stimulate interaction and critical thinking.

### Reflective Learning

Reflective learning, grounded in Kolb's Experiential Learning Cycle, is integral to LCE's methodologies. Students engage in reflective sessions to analyze course material and assessments, using portfolios, case studies and guided discussions to promote personal growth.

### Project-Based Learning

Project-based learning allows students to showcase their skills independently and collaboratively, with faculty providing timely feedback. LCE also encourages participation in curriculum-related competitions, fostering teamwork, creativity and critical thinking for overall development.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.lcechennai.edu.in/instructional1.html">https://www.lcechennai.edu.in/instructional1.html</a>

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

### Efficient ICT Use by Teachers: A Catalyst for Learning

Teachers leverage ICT enabled tools to enhance student learning. They integrate technology seamlessly into the curriculum. Examples of efficient ICT use include:

1. E-Content Studio: Teachers create interactive and engaging learning materials using this platform, such as video lecture, audio lecture and presentations.

2. Projectors: These enabled teachers to display visuals, videos, and presentations clearly to the entire class, facilitating group learning and discussions.

3. Interactive Whiteboards: Teachers use these to present lessons dynamically, annotate on shared documents, and facilitate collaboration with students.

4. Google Classroom: This platform provides a central hub for distributing assignments, collecting submissions, giving feedback, and holding online discussions, streamlining communication and organization.

5. Educational Games: Engaging games and quizzes using online applications make learning interactive and fun, allowing students to explore concepts and develop problem-solving skills in a virtual environment.

6. Overhead Projectors: Teachers use OHP and demonstrate the working of the OHP for the students. With OHP, teachers can write or draw directly on the transparency during the presentation, making it a dynamic tool for brainstorming or explanations.

By effectively using these and other ICT tools, teachers personalize learning experiences, increase student engagement, and foster a more collaborative and dynamic learning environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://www.lcechennai.edu.in/ict.html">https://www.lcechennai.edu.in/ict.html</a>

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

#### 2.3.3.1 - Number of mentors

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
mentor/mentee ratio	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

20

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

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

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

13

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

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

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

151

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

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

### Ensuring Transparent and Robust Internal Assessment

A transparent and robust internal assessment mechanism is followed at Loyola College of Education(LCE), and it crucial for fair and accurate evaluation of student learning. To achieve this, LCE has implemented the following measures:

1. Regular CIAs: Conducted regular Continuous Internal Assessments (CIAs) throughout the semester, allowing for timely feedback and identification of areas for improvement.

2. Student Seminars and Presentations: Incorporated student seminars and presentations into the assessment process to evaluate critical thinking, communication, and research skills.

3. Diverse Assignments and Projects: Assigned a variety of assignments and projects, including individual and group work, to assess different learning styles and skills.

4. Clear Assessment Policies: Established clear and well-communicated policies outlining the frequency, types, and weight of internal assessments are accessible to all students and faculty.

5. Regular Feedback: Providing regular and constructive feedback to students on their progress. This feedback was specific, timely, and aligned with the learning objectives. By implementing these measures, LCE has created a transparent and robust internal assessment system that accurately reflects student learning and promotes fair and equitable evaluation.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.lcechennai.edu.in/Examination.html">https://www.lcechennai.edu.in/Examination.html</a>

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

Loyola College of Education (LCE) is dedicated to creating a supportive environment for student learning and personal growth. All examinations are conducted fairly and transparently, minimizing grievances. Timely corrections are made by teachers, and after internal examinations, the Principal analyzes the results. Evaluated answer scripts are returned to students, allowing them to assess their performance and seek clarifications. Queries can be directed to the Examination Cell coordinator, ensuring all concerns are addressed appropriately.

LCE has a structured mechanism for grievance redressal, allowing students to express their concerns regarding examinations through four main channels:

1. **Students Grievance Cell:** This cell addresses the student grievances and includes a grievance box for anonymous complaints, checked weekly by committee members.
2. **Mentoring Sessions:** Students can share their concerns with their respective mentors, who can also address grievances.
3. **Individual Consultations:** Students are encouraged to express their grievances directly to the Secretary and the Principal without hesitation.
4. **Online Complaints:** Grievances can also be submitted online via WhatsApp, Gmail, or the GCR platform.

The Students Grievance Cell reviews complaints and if necessary, refers them to management. For examination-related issues, the Grievance Cell collaborates with the Examination Committee to implement necessary changes, typically within five days. Both the teachers and the students are informed of the actions taken and the rationale behind them.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.lcechennai.edu.in/grievancecell.php">https://www.lcechennai.edu.in/grievancecell.php</a>

## 2.6 - Student Performance and Learning Outcomes

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

### Awareness of Programme and Course Outcomes

Our faculty members and the student are well-informed about the B.Ed. Programme and Course Learning Outcomes of the B.Ed. Programme. Loyola College of Education(LCE) aligns with the Course Learning Outcomes (CLOs) established by the university. Under the guidance of our Principal and faculty members the Program Learning Outcomes (PLOs) that reflect our educational objectives is developed.

### Orientation for Student-Teachers

At the beginning of classes for both the first-year and the second-year students, faculty members conduct an orientation to introduce the course outcomes. This initiative, part of the student orientation Programme, ensures that student-teachers understand the purpose and expectations of their courses, fostering a clear learning pathway.

### Academic Planning and Activities

To achieve these outcomes, LCE meticulously plans academic year, incorporating a variety of activities. The academic year begins with orientation programme for the first-year students, designed to acclimate them to the B.Ed. programme. For the second-year students, LCE provides professional training that includes mock interviews and soft skills development.

These structured activities not only enhance the learning experience but also equip the students with essential skills and knowledge, preparing them for their future roles as effective educators.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://www.lcechennai.edu.in/downloads/2023-2024-Semester.pdf">https://www.lcechennai.edu.in/downloads/2023-2024-Semester.pdf</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

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

The attainment of Programme and Course Learning Outcomes is evaluated at Loyola College of Education through several methods:

**Question Paper Design:** The question papers for Continuous Internal Assessments and model examinations are crafted based on the Course Learning Outcomes of each paper in the B.Ed. programme.

**Assignments and Seminars:** Components such as assignments and seminars are evaluated according to the Course Learning Outcomes of each subject, ensuring alignment with learning objectives.

**Project Work:** Projects are conducted based on pedagogical principles, allowing students to apply their knowledge in practical contexts.

**Group Discussions and Activities:** Group discussions and various activities are organized to help achieve the Course Learning Outcomes for each subject, promoting collaborative learning.

**Teaching Methods:** The teaching methods at Loyola College of Education are designed to foster deep subject knowledge. Regular feedback from students is collected through Google Forms to enhance the educational system. Pre-tests and post-tests are conducted in all courses to assess the effectiveness of the teaching methodologies.

**Individualized Instruction:** Faculty members provide individualized instruction and support to each student based on the performances in class tests and Continuous Internal Assessments (CIA).

Additionally, our examination committee conducts Continuous Internal Assessments (CIA) and model exams to help students expand their knowledge and achieve Course Learning Outcomes (CLOs). This



comprehensive evaluation framework ensures that our students are well-prepared for their future roles as teachers.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://www.lcechennai.edu.in/downloads/SDP-2023-2024.pdf">https://www.lcechennai.edu.in/downloads/SDP-2023-2024.pdf</a>

### 2.6.3 - Pass percentage of Students during the year

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

146

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	<a href="https://www.lcechennai.edu.in/Examination.html">https://www.lcechennai.edu.in/Examination.html</a>

### 2.7 - Student Satisfaction Survey

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

<https://www.lcechennai.edu.in/downloads/Student-Satisfaction-Survey-2023-24.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 - Resource Mobilization for Research

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

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

NIL

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

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

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

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

37

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

2

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

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

20

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

**3.3 - Extension Activities**

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

**Education Beyond Classrooms**

Education extends beyond classrooms; it's a journey of exploration and engagement with the world. At Loyola College of Education, we empower future educators through holistic learning experiences that integrate academic knowledge with real-world exposure. Key initiatives such as the Rural Exposure Camp, the educational tour to Munnar, street play performances and a vibrant book fair exemplify this approach.

**Rural Immersion Camp**

The Rural Immersion Camp, held in Kilpennathur, Thiruvannamalai

district, from July 3rd to 6th, 2024, offered 78 student teachers an opportunity to engage deeply with rural communities. Over four days, participants interacted with residents, conducted activities with children, and gained valuable teaching experience while fostering empathy and awareness of rural challenges.

#### Educational Tour to Munnar

In April 2024, the educational tour to Munnar enriched their learning through visits to tea plantations, wildlife sanctuaries and eco-friendly communities. This experience highlighted environmental sustainability and inspired participants to integrate eco-conscious practices into education.

#### Street Play Performances

The street play performances on themes like education, health and women's empowerment further emphasized community engagement. Performed in schools and public spaces, these plays fostered social awareness and creative problem-solving among student teachers.

These initiatives collectively prepared student teachers to bridge classroom learning with societal needs, shaping them into empathetic and impactful educators committed to community development.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/2023events.html">https://www.lcechennai.edu.in/2023events.html</a>
Upload any additional information	<a href="#">View File</a>

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

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

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded

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

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

**8**

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

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

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

**1313**

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

**3.4 - Collaboration**

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

29

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

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

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

3

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The college occupies a 2-acre campus, comprising 37 cents of land, in accordance with the standards set by the National Council for Teacher Education (NCTE).

#### Ground Floor

The Male Staff Room and Female Staff Room offer spaces for

faculty. Administrative functions are managed by the College Office, Secretary's Office, and Principal's Office. Academic spaces include classrooms for English and Fine Arts/SUPW. Board Room is available for meetings. Sick Room provides medical assistance.

### First Floor

The First Floor features the multipurpose Arrupe Auditorium for various activities, a library for references. Loyola ICT Centre, which includes a computer science classroom and a computer lab with 48 systems. Resource centers for Tamil and Commerce provide focused learning environments.

### Second Floor

The second floor includes laboratories cum classrooms for Biological Science and Physical Science, the Britto Seminar Hall, and the Psychology Lab. The IQAC/Mentoring/Placement area houses offices for IQAC, the Mentoring Resource Centre, and the Training & Placement Cell. Resource centers for Mathematics and History further enhance instruction.

### Third Floor

The Third Floor features multiple Classrooms, Physical Education Resource Centre supports physical education programs, while the Exam Cell is dedicated to examination activities. A Storeroom is also available for storage.

### Terrace

The Terrace includes an additional Store Room for extra storage.

All classrooms are equipped with computers, LCD projectors, internet connectivity, fire safety systems, CCTV (18 cameras) and power backup, ensuring a comprehensive learning environment. The gents restroom and ladies restroom are provided with necessary facilities in all the floors separately

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.lcechennai.edu.in/infra.html#">https://www.lcechennai.edu.in/infra.html#</a>

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

#### Cultural Activities, Yoga, and Aerobics

Loyola College of Education (LCE) is well-equipped with facilities to support cultural activities, yoga and aerobics. The institution boasts a spacious air-conditioned auditorium with a seating capacity of 300, specifically designed for cultural competitions and stage events. For off-stage events, a dedicated Seminar Hall on the second floor is utilized. The expansive campus provides ample space for students to practice cultural programs. A specialized studio and editing unit enhance these activities, enabling students to record skits, songs, and voiceovers, ensuring high-quality productions.

#### Sports Facilities

For sports, LCE offers access to 17 grounds shared across all units of Loyola, supporting various outdoor games. Additionally, the college has indoor and outdoor stadium facilities, ensuring students can engage in a wide range of sports activities. A well-equipped gymnasium is also available to promote physical fitness and mental well-being.

#### Student Amenities

The infrastructure includes a ground floor and three upper floors, providing amenities such as separate common rooms for male and female students, equipped with basic facilities for makeup and preparation for cultural performances.

#### Holistic Development

These comprehensive facilities foster the holistic development of students, encouraging active participation in cultural, sports and extracurricular pursuits, thereby ensuring a vibrant campus life.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.lcechennai.edu.in/recreational.html">https://www.lcechennai.edu.in/recreational.html</a>



**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.****18****4.1.3.1 - Number of classrooms and seminar halls with ICT facilities****18**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<b>Nil</b>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)****4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****22.23**

File Description	Documents
Upload any additional information	<b>No File Uploaded</b>
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

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

**AutoLib is an advanced, user-friendly Integrated Library Management System (ILMS) that streamlines library operations and enhances user experience. Widely adopted for its versatility, AutoLib automates various library activities, including**

circulation, stock verification and report generation. It also facilitates efficient resource discovery through its online catalog, searchable by author, title, subject and keywords.

### Core Modules at Loyola College of Education

At Loyola College of Education, AutoLib integrates three core modules: ADMIN, OPAC and E-GATE, offering comprehensive library management.

#### ADMIN Module

The ADMIN module supports core library operations such as material acquisition, cataloging, circulation and membership management. It oversees resource acquisition tasks like ordering, receiving and tracking budgets while generating detailed reports on usage and purchases. Circulation tasks, including issuing, returning, renewing and fine collection, are simplified, with borrowing periods set at one week for students and one month for teachers.

#### E-GATE Module

The E-GATE module tracks attendance and provides detailed visitor summaries, integrating with OPAC for secure entry.

#### OPAC Module

The OPAC module simplifies resource discovery, allowing searches by keyword, field, or language. It displays comprehensive book details, enabling students and faculty to locate resources effectively.

### Library Resources and Services

The library houses 10,888 books, 20 journals (18 national and 2 international) and 5 magazines. It also offers services like a question bank, newspaper clippings, email notifications, a book bank and photocopying, ensuring a resource-rich environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://www.lcechennai.edu.in/library.html">https://www.lcechennai.edu.in/library.html</a>

<b>4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources</b>	<b>D. Any 1 of the above</b>								
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Upload any additional information</td><td>No File Uploaded</td></tr> <tr> <td>Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Upload any additional information	No File Uploaded	Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>			
File Description	Documents								
Upload any additional information	No File Uploaded								
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>								
<b>4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</b>									
<b>4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b>									
<b>0.32</b>									
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Any additional information</td><td>No File Uploaded</td></tr> <tr> <td>Audited statements of accounts</td><td><a href="#">View File</a></td></tr> <tr> <td>Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Any additional information	No File Uploaded	Audited statements of accounts	<a href="#">View File</a>	Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>	
File Description	Documents								
Any additional information	No File Uploaded								
Audited statements of accounts	<a href="#">View File</a>								
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>								
<b>4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)</b>									
<b>4.2.4.1 - Number of teachers and students using library per day over last one year</b>									
<b>55</b>									
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Any additional information</td><td>No File Uploaded</td></tr> <tr> <td>Details of library usage by teachers and students</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Any additional information	No File Uploaded	Details of library usage by teachers and students	<a href="#">View File</a>			
File Description	Documents								
Any additional information	No File Uploaded								
Details of library usage by teachers and students	<a href="#">View File</a>								
<b>4.3 - IT Infrastructure</b>									
<b>4.3.1 - Institution frequently updates its IT facilities including Wi-Fi</b>									

The institution integrates technology seamlessly for personalized and inclusive instruction, addressing the diverse needs of student-teachers. Teacher-educators effectively use ICT for acquiring, demonstrating and communicating information, supported by well-equipped facilities.

**ICT Resources:** The campus is equipped with 24 multimedia projectors, 5 laptops, 100 desktops, 4 interactive whiteboards, 9 printers, 2 photocopier machines, CCTV across four floors, and high-speed Wi-Fi. Additional resources include a PA system, video and digital cameras, UPS and Google licensed user ID.

**Classrooms and Halls:** All classrooms and the multipurpose hall feature Wi-Fi, desktops, and projectors, with dedicated pedagogy classrooms for subjects such as English, Tamil, Mathematics, Physical Science, and more. The air-conditioned auditorium accommodates 300 individuals, equipped with projectors, a Public Address system, and high-speed internet.

**Computer Science Lab and Library:** The Computer science lab is equipped with 48 Intel i3 and i5 desktops with internet access, while the digital library features 20 high-configuration desktops and provides access to online resources.

**E-Content Studio:** Established in March 2023, it facilitates e-content creation and editing with advanced LED lighting, a high-quality camera, and an HP workstation

**Wi-Fi and G-Suite:** Updated in 2022, the SMART Campus network includes 33 wireless access points and a 100 Mbps broadband connection. It provides 2GB of daily data for student-teachers and unlimited access for faculty. Institutional email services via G-Suite ensure seamless communication.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.lcechennai.edu.in/ict.html">https://www.lcechennai.edu.in/ict.html</a>

#### 4.3.2 - Number of Computers

100

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution****D. 10 - 5MBPS**

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****21.01**

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

**The institution has established comprehensive systems and procedures to maintain and utilize its infrastructure effectively, ensuring an optimal learning environment for student-teachers.**

**Physical Infrastructure Maintenance**

**Physical infrastructure maintenance involves routine checks on**

civil, plumbing and electrical systems. Annual stock verification ensures accurate inventory records, with a focus on maintaining CCTV and biometric systems. Authorized vendors handle pipeline, electrical and equipment maintenance, while staff implement preventive measures. Classrooms are kept clean and eco-friendly, maintained by dedicated personnel.

#### Library Maintenance

Library maintenance includes an automated system for cataloging, circulation and tracking users. The library operates from 8:30 a.m. to 4:30 p.m. and is managed by a librarian. ICT facilities receive monthly maintenance for antivirus installations and 24/7 free internet and Wi-Fi access are available for the faculty members and the students. The librarian manages the system maintenance and notifies the administration about replacements or upgrades. The cleanliness of the library floor is diligently maintained by the maintenance staff on a daily basis.

#### Annual Maintenance Contracts (AMCs)

Annual Maintenance Contracts (AMCs) ensure consistent upkeep of critical facilities such as the genset, UPS, and CCTV. Laboratories undergo routine maintenance and stock audits, with trained faculty responsible for handling equipment. Sports facilities are maintained through regular weeding, leveling and annual stock verification.

#### Comprehensive Policies

Comprehensive policies govern infrastructure, library, laboratory, sports, green initiatives, energy and waste management, supported by inventory audits. Strategic planning, modern technology and interactive teaching methods maximize facilities, fostering a holistic educational experience.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.lcechennai.edu.in/systemsprocedures.ht">https://www.lcechennai.edu.in/systemsprocedures.ht</a>

#### STUDENT SUPPORT AND PROGRESSION

**5.1 - Student Support****5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year****5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

45

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

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

17

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

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

**A. All of the above**

File Description	Documents
Link to institutional website	<a href="https://www.lcechennai.edu.in/">https://www.lcechennai.edu.in/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

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

146

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

146

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

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

**A. All of the above**



File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

89

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

#### 5.2.2.1 - Number of outgoing student progression to higher education

36

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of student progression to higher education	<a href="#">View File</a>

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

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

**government examinations) during the year****01**

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.****06**

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

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

**Overview of the Students' Council**

The Students' Council of Loyola College of Education is a congress of elected representatives from all pedagogical disciplines, operating under the college's established rules and regulations. The council serves as a bridge between management and students, assisting in various college activities.

**Representation and Welfare**

The council ensures adequate representation for students and proactively addresses their needs, aiming to maintain a smooth academic environment while working for the welfare of both students and management. Many students are also involved in bodies such as the RRC, YRC, NSS, and Eco Club, enhancing their engagement.

#### Leadership Development

Student members develop leadership skills by collaborating with faculty to organize events. Regular meetings between the Principal, Student Council coordinator, members and students facilitate discussions on concerns and suggestions, enabling informed decision-making.

#### 21st Century Teaching and Inclusivity

Recognizing the importance of being a 21st-century teacher, the council is dedicated to showcasing the talents of all students and ensuring equal representation and opportunities. It organizes numerous curricular and co-curricular activities, including intramural sports, cultural competitions, and celebrations for Christmas, Pongal, Teacher's Day, and College Day.

#### Committee Involvement

Council members participate in various committees such as the IQAC, Planning and Evaluation Committee, Students' Welfare Committee and Women's Cell, fostering proactive thinking and cooperative actions within the student community.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/newshome.htm">https://www.lcechennai.edu.in/newshome.htm</a> <a href="#">1</a>
Upload any additional information	<a href="#">View File</a>

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

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the**

**Institution participated during the year**

59

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template))	<a href="#">View File</a>

**5.4 - Alumni Engagement**

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

**Overview of the Alumni Association**

The Alumni Association of Loyola College of Education is a registered and functional body that operates under the Society of Jesus, which has colleges in over 100 nations. It is part of the Jesuit Alumni Association of Tamil Nadu (JAAT), which includes alumni from various Jesuit institutions. These state bodies collectively form the Jesuit Alumni Association of India (JAAI), which is part of the World Union of Jesuit Alumni (WUJA), an internationally registered organization.

**Charitable Initiatives**

The Alumni Association actively works for the development of the institution and engages in charitable activities for economically weaker students and external institutions. Each year, in the spirit of Christmas, the association conducts the Good Samaritan Charity, where alumni, current students, faculty, and management contribute items such as toiletries, blankets, and stationery. These donations are distributed to various homes, including the Good Samaritan Home in Egmore and Little Flower School for the Deaf.

**Support for Economically Weaker Students**

The association also provides clothing for students from economically weaker families and collaborates with the management during crises, offering contributions during natural disasters.

#### Promoting Social Enterprises

Additionally, the Alumni Association organizes a sale of jute products made by students of MITHRA, an institution for the differently abled, with proceeds benefiting MITHRA. Through these efforts, the association aims to positively impact both the institution and the underprivileged, aligning with the vision and mission of the college.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/newshome.html">https://www.lcechennai.edu.in/newshome.html</a>
Upload any additional information	<a href="#">View File</a>

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

**E. <1Lakhs**

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### Vision:

"Holistic formation of human engineers with techno-pedagogical skills to develop a humane society".

#### Clear Vision and Mission:

- The governance framework is aligned with the institution's vision and mission, providing a solid basis for decision-making and action.

#### Leadership:

- A strong and visionary leadership team, including the principal and administrative staff, is dedicated to achieving the institution's objectives.

#### Participatory Mechanisms:

- Inclusivity and participation are promoted, with established channels for input from various stakeholders, including faculty, students, and non-teaching staff.

#### Governing Body:

- The governing body comprises members with diverse expertise and experience, contributing to strategic decision-making processes.

#### Committees:

- Various committees are in place to address specific governance areas, such as academic affairs, finance and student welfare.

#### Transparent Communication:

- Open and transparent communication exists between leadership and stakeholders, ensuring that everyone is well-informed about decisions and developments.

#### Strategic Planning:

- The institution engages in strategic planning, regularly reviewing and updating its goals and objectives to remain relevant and responsive to evolving educational needs.

#### Professional Development:

- Opportunities for professional development are available for faculty and staff to enhance their skills and stay updated in their respective fields.

#### Student Involvement:

- Students have representation in decision-making bodies, promoting a sense of ownership and engagement in the institution's governance.

**Adherence to Regulations:**

- The governance structure ensures compliance with regulatory standards and accreditation requirements.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/aboutlce.html">https://www.lcechennai.edu.in/aboutlce.html</a>
Upload any additional information	<a href="#">View File</a>

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

Loyola College of Education embraces decentralization, distributing decision-making authority across various levels within the institution. This approach fosters several advantages, including quicker responses to local challenges, more efficient resource allocation and a heightened sense of ownership and accountability among faculty and staff.

**I. Participative Management at Loyola College of Education:** Participative management emphasizes the active involvement of employees in decision-making processes. At Loyola College of Education, this is reflected in several ways:

1. **Curriculum Planning and Execution:** Faculty members and relevant stakeholders participate in the planning and implementation of the curriculum, ensuring it meets student needs and aligns with educational objectives.
2. **Policy Formation:** The college promotes faculty and staff participation in developing policies related to academic standards, student conduct, and other important areas.
3. **Strategic Planning:** Participative management is integral to the strategic planning process, allowing input from various stakeholders to shape the institution's long-term goals and vision.
4. **Faculty and Staff Development:** Faculty and staff are involved in decision-making regarding professional development opportunities, training programs, and initiatives aimed at enhancing their skills and knowledge.

**II. Integration of Decentralization and Participative**

**Management:**The combination of decentralization and participative management at Loyola College of Education fosters a collaborative and inclusive environment. Faculty and nont-teaching staff at all levels feel empowered to contribute to the institution's growth and development. The success of these practices relies on effective communication channels and a supportive organizational culture.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/academiccommittee.html#collapseA7">https://www.lcechennai.edu.in/academiccommittee.html#collapseA7</a>
Upload any additional information	<a href="#">View File</a>

**6.2 - Strategy Development and Deployment**

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**Quality Teaching: Learning through Curriculum Enhancement**

After careful analysis of curriculum feedback received from students, the decision was made to introduce a few more value-added courses and certificate courses for I and II year students.

The following value-added courses were introduced:

**1.Basic Tamil Language**

This course aims to enhance language proficiency, enabling learners to communicate effectively in Tamil, which is essential for cultural integration and understanding.

**2.Art and Communication for the Classroom**

This course focuses on integrating art into communication strategies.

**3.Google Mastery**

Google's tools and applications are designed to enhance productivity and collaboration in various ways. They offer real-



time editing and sharing capabilities, allowing multiple users to work on documents simultaneously.

#### 4. Sign Language

This course is designed to provide learners with comprehensive knowledge and practical skills in sign language communication, fostering inclusivity and accessibility in various environments.

Participants will learn the fundamentals of sign language, including vocabulary, grammar, and cultural context, and also cover techniques for effective communication with deaf and hard-of-hearing individuals.

By the end of the course, learners will demonstrate improved verbal and non-verbal communication skills, enhancing their ability to connect with diverse audiences.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.lcechennai.edu.in/igac.html">https://www.lcechennai.edu.in/igac.html</a>
Upload any additional information	<a href="#">View File</a>

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

#### Clear Policies and Procedures:

- **Transparency:** Loyola College of Education upholds a transparent governance system with well-defined policies and procedures.
- **Accessibility:** These policies and procedures are easily accessible to all stakeholders, including faculty, staff, students and the wider community, through the college's website.

#### Administrative Setup:

- **Organizational Structure:** The institution features an effective administrative setup characterized by a clearly

defined organizational structure, outlining distinct lines of authority and responsibility.

- **Roles and Responsibilities:**The roles and responsibilities associated with various administrative positions are explicitly defined, ensuring that individuals understand their functions and how they contribute to the institution's overall mission.

#### Appointment and Service Rules:

- **Fair and Transparent Recruitment:**Loyola College of Education prioritizes fairness and transparency in its recruitment processes, as outlined in its appointment rules.
- **Performance Evaluation:**The institution has established efficient service rules that include mechanisms for performance evaluation and professional development, ensuring that faculty and staff effectively contribute to the institution's goals.

#### Efficient Procedures:

- **Streamlined Processes:**Administrative and academic procedures are optimized to minimize bureaucracy and enhance operational efficiency.
- **Technology Integration:**Loyola College of Education utilizes technology to automate routine processes, thereby reducing paperwork and manual effort.

#### Compliance with Regulations:

- **Legal and Regulatory Compliance:**The institution is dedicated to adhering to relevant laws and regulations that govern education, employment and other pertinent areas.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/calendar.html">https://www.lcechennai.edu.in/calendar.html</a>
Link to Organogram of the Institution webpage	<a href="https://www.lcechennai.edu.in/organisation.html">https://www.lcechennai.edu.in/organisation.html</a>
Upload any additional information	No File Uploaded

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

A. All of the above

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

## 6.3 - Faculty Empowerment Strategies

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

**Academic Year 2023-24: Increment, Financial Support, Staff Insurance, Gratuity and Enhanced Connectivity**

**Salary, Increment, and Financial Support:** In the academic year 2023-24, both teaching and non-teaching staff experienced a salary increment. Three teaching faculty members in total received Rs.1,20,000, and one non-teaching staff member in total received Rs. 90,000 as loan for their personal needs. In overall the total amount given as loan for the academic year is 2,10,000 Rupees.

**Staff Insurance:** College Management enhanced the welfare programme of both the teaching and non-teaching staff by introducing staff insurance scheme by this academic year onwards.

**Gratuity:** In addition to staff insurance the college has a Group Gratuity Policy with LIC of India, covering all permanent staff members. The annual premium for this policy is paid to the society, which, in turn, disburses the payment to LIC.

**Unlimited Internet service:** A notable enhancement was the introduction of unlimited WIFI internet access for both teaching and non-teaching staff from this academic year onwards.

These successive academic years reflect a commitment to employee well-being, continuous support, and an evolving suite of benefits and facilities provided by the institution.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/infra.html">https://www.lcechennai.edu.in/infra.html</a>
Upload any additional information	<a href="#">View File</a>

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

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

04

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### **6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

07

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

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

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

**14**

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

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

##### **Performance Appraisal System for Teaching Faculty at Loyola College of Education**

##### **I. Student Feedback on Teaching and Learning The Internal Quality**

Assurance Cell (IQAC) systematically collects student feedback at the end of each semester. The feedback questionnaire is crafted by the IQAC to align with the institution's goals.

II. Self-Appraisal The IQAC provides guidance on the self-appraisal process to ensure consistency across departments. A self-appraisal form is recommended by the IQAC for faculty use.

III. Secretary Observation The IQAC compiles data from various sources, including student feedback, self-appraisals, and the principal's evaluations, to create a comprehensive overview for the Secretary's observation.

IV. Principal Appraisal The IQAC collaborates with the principal to ensure that the appraisal process aligns with the institution's goals and standards.

#### Performance Appraisal System for Non-Teaching Staff at Loyola College of Education

Non-teaching staff members are required to submit their self-appraisal documents to the IQAC. The Principal assesses non-teaching staff based on job responsibilities, teamwork, adherence to procedures, and other relevant criteria, providing constructive feedback. Additionally, the Secretary offers feedback to non-teaching staff members.

#### Data Compilation Procedure

The IQAC oversees the systematic collection of feedback from various sources. A detailed report summarizing key findings and recommendations is generated and shared with faculty, non-teaching staff, the Principal, and the Secretary for further action. Statistical tools and qualitative analysis are employed to gain a comprehensive understanding of student perceptions.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/downloads/IQAC-ActionTakenReport-2023-2024.pdf">https://www.lcechennai.edu.in/downloads/IQAC-ActionTakenReport-2023-2024.pdf</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

#### Internal and External Financial Audits: Ensuring Transparency and Compliance

I. Overview of Accounting Policies and Processes Loyola College of Education(LCE) adheres to Generally Accepted Accounting Principles (GAAP) in India, employing an accrual accounting system.

Investments are recorded at cost, while revenue primarily consists of course fees received through bank transactions. Interest on investments is recognized on an accrual basis, and earmarked funds' interest is credited to respective accounts. The FMPP scorecard is regularly updated, showing no audit objections .

II. Internal Financial Audits Statutory audits are conducted quarterly, with daily maintenance of accounts in Tally ERP. Monthly closures of books and bank reconciliations ensure accuracy. The accountant prepares Receipts and Payments details for quarterly verification by the statutory auditor, addressing any clarifications through proper channels. The Campus Treasurer oversees the entire financial management system.

III. External Financial Audits Annual financial audits are performed by a Society-appointed independent Chartered Accountant, who certifies year-end financial statements. LCE integrates these external audits with the FMPP for comprehensive financial management and compliance. By adhering to accounting policies and engaging in regular audits, LCE demonstrates a commitment to transparency and continuous improvement, as evidenced by the absence of audit objections over the last academic year.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

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

## 0.0501

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

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

**Revenue Recognition**

**Course Fees:** Revenue primarily consists of income received from students as course fees, collected through bank transactions. Any outstanding fees are collected via cash or bank transfer.

**Interest on Investments:** Interest earned on investments is recognized on an accrual basis.

**Earmarked Funds:** Interest on earmarked funds is credited to the respective fund accounts.

**Cash at Bank & Investments**

Loyola College of Education (LCE) conducts its banking transactions through four savings accounts. The operation of these accounts follows a signatory system, with the Secretary of LCE as the first signatory and the Campus Treasurer as the counter signatory, as approved by the governing body of the Society.

Fixed deposits are made with nationalized and scheduled banks, as well as approved housing finance companies, based on Society recommendations. These deposits are independently confirmed by the respective banks at the end of each year. Short-term investments are made in liquid and debt funds through Society-authorized advisors, with the investment portfolio determined by the Society.

**Financial Management Capacity Building (FMCB) and Financial Management and Compliance Process (FMPP)**

LCE follows the Financial Management Capacity Building process initiated by the Society to enhance financial management and



compliance. This includes periodic training and the Financial Management and Compliance Process (FMPP). The FMPP scorecard is updated regularly with inputs from auditors and the Chief Financial Officer (CFO) and is monitored for completed actions each year, with a dual control system in place for bank accounts to ensure security and accountability.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 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

### Internal Quality Assurance Cell Initiatives

The Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies through three main initiatives: Student Development Programmes (SDP), Faculty Development Programmes (FDP), and Institution Development Programmes (IDP).

#### I. Student Development Programmes (SDP)

- **Student Orientation Programme:** This initiative for first-year students enhances quality by familiarizing them with the B.Ed. curriculum, code of conduct and campus environment.
- **Content Enrichment/Foundation Course:** Conducted for first-year students, this course aims to enhance critical thinking and essential skills.
- **Competitive Readiness:** By integrating TET coaching classes for second-year students into the regular timetable, this program improves employability and aligns education with industry needs.

#### II. Faculty Development Programmes (FDP)

- **Professional Development of Faculty Members:** Faculty empowerment is achieved through orientation sessions,

special talks and webinars.

- **Staff Performance Appraisal:** This key process identifies areas for improvement, enhances skills and drives overall quality development.

### III. Institution Development Programmes (IDP)

- **Structured & Systematic Feedback Mechanism:** This initiative organizes data collection and analysis, promoting continuous improvement with accessible online reports.
- **Periodic Academic & Administrative Audit:** Conducted to evaluate and enhance processes for the academic year 2023-2024.
- **Regular Submission of AQAR:** Involves faculty in certifying educational quality through the participatory submission of the AQAR for 2022-2023.
- **Submission of SSR for 3rd Cycle Accreditation:** The IQAC has initiated the submission process for the 3rd Cycle Accreditation.
- **Newsletter Initiation:** A newsletter for the academic year 2023-2024 fosters communication and shares institutional achievements, promoting quality improvement.

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/iqac.html">https://www.lcechennai.edu.in/iqac.html</a>
Upload any additional information	<a href="#">View File</a>

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

The institution employs the Internal Quality Assurance Cell (IQAC) to systematically review its learning processes, structures, and operational methodologies, ensuring continuous improvement in academic activities and overall effectiveness.

#### 1. Enhancing Teaching and Learning through Student Feedback

Regular feedback is collected from students across various semesters (I, II, and IV) regarding the teaching-learning process. This feedback is crucial for assessing teaching effectiveness,

curriculum relevance, and overall student satisfaction, providing valuable insights for enhancing teaching methods and course content.

## 2. Enhanced Curriculum and Skill Development

Loyola College of Education adheres to a university-mandated curriculum that is periodically reviewed to align with academic standards and placement demands. The college also introduces value-added courses to enhance students' employability.

## 3. Interaction with Students

The institution emphasizes interaction between academic auditors and students during audits, which helps assess the effectiveness of the teaching-learning process and promotes a student-centered learning environment.

## 4. Pre-tests and Post-tests

Pre-tests and post-tests are conducted for all courses to evaluate students' initial knowledge and final learning outcomes. These assessments serve as tools for faculty to gauge teaching effectiveness and identify areas needing improvement.

## 5. Online Student Satisfaction Surveys

In addition to in-person feedback, online surveys are conducted to evaluate teaching strategies and identify potential areas for improvement, refining pedagogical approaches.

## 6. Collecting Subject-wise Feedback

Subject-specific feedback is collected for all courses and thoroughly analyzed to enhance course content and teaching delivery.

## 7. SWOC Analysis

Students participate in a SWOC analysis, providing insights into institutional performance and identifying areas for improvement

File Description	Documents
Paste link for additional information	<a href="https://www.lcechennai.edu.in/igac.html">https://www.lcechennai.edu.in/igac.html</a>
Upload any additional information	<a href="#">View File</a>

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

**C. Any 2 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://www.lcechennai.edu.in/igac.html">https://www.lcechennai.edu.in/igac.html</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

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

#### **Commitment to Safety and Well-Being**

Loyola College of Education prioritizes the safety and well-being of its students through various measures and facilities aimed at promoting gender equity. The campus is equipped with 24/7 security and CCTV surveillance, ensuring a secure environment for all students.

#### **Controlled Access and Code of Conduct**

Hostellers and their parents receive special identity cards for

controlled access to the hostels. A respectful code of conduct mandates that leave requests and permissions be formally processed, with parental knowledge maintained throughout.

#### Facilities for Female Students

The college provides designated mess and canteen facilities specifically for female students, ensuring their comfort and convenience. Additionally, a battery car service and a 24-hour clinic address the health needs of all students.

#### Rest and Relaxation Areas

The availability of a sick room and a ladies' common room offers spaces for rest and relaxation, further supporting the well-being of female students.

#### Gender Sensitivity Initiatives

Gender sensitivity is actively promoted through various committees that monitor and educate on relevant issues, affirming the institution's dedication to a supportive campus culture.

#### Health Promotion Programmes

The college also contributes to physical and health promotion by offering yoga, physical education, seminars and awareness programs on critical health topics such as AIDS, cancer and mental health. Comprehensive mentoring services are available to help students navigate personal, emotional and academic challenges effectively.

File Description	Documents
Annual gender sensitization action plan	<a href="https://www.lcechennai.edu.in/academiccommittee.html">https://www.lcechennai.edu.in/academiccommittee.html</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="https://lcechennai.edu.in/Gender-Sensitization.html">https://lcechennai.edu.in/Gender-Sensitization.html</a>

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

**B. Any 3 of the above**

**Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Organic Leaf and solid Waste Handling**

The Bio-Digester makes more than 500 kg of green waste into slurry which is used to feed the plants as manure after for 45 days. The verdant verdure and improved soil quality are the two benefits of sustainable waste management. The other solid wastes are collected by the Greater Chennai Corporation for the further action.

**The Management of Bio-Waste**

The Loyola campus turns 750 kg of bio waste (food and veggies) into biogas and organic manure supplied to the hostel kitchen and greenery respectively, every day. This process generates 50 kg of methane gas per day approximately. This procedure helps with resource management and sustainability.

**Liquid Waste Management**

Every day, the Loyola campus uses bio-treatment (STP) to filter 30,000–35,000 gallons of sewage leading to zero wastage of water. Every month, the Loyola Entomology Resource Institute (ERI) tests the treated water to supply the plants and trees on the campus. The sewage treatment plant is maintained by Pacific Clear Tech.

**E-waste management**

The electric and electronic equipment are properly maintained with the AMCs of the service providers. The e-waste produced are collected and stored safely for the yearly disposal.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View File</a>
Geo tagged photographs of the facilities	<a href="https://www.lcechennai.edu.in/photogallery/home.html">https://www.lcechennai.edu.in/photogallery/home.html</a>
Any other relevant information	<a href="#">View File</a>

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

**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **7.1.5 - Green campus initiatives include**

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

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

**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

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

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

**B. Any 3 of the above**

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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	<a href="#">View File</a>
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Commitment to Inclusivity**



Loyola College of Education is dedicated to fostering an inclusive environment that promotes tolerance and harmony among diverse cultural, regional, linguistic, communal and socioeconomic backgrounds. The admission process for the B.Ed programme emphasizes inclusivity, welcoming students regardless of gender, caste, creed, language, generation, or socioeconomic status.

#### Interreligious Engagement

The institution conducts interreligious prayer services and meaningfully celebrates all major religious festivals, creating a sense of unity and respect among students from different faiths.

#### Support for Differently Abled Students

To ensure fruitful learning for differently abled students, the college provides appropriate facilities and resources tailored to their needs.

#### Community Awareness

Rural Immersion camps to marginalized villages help students understand societal realities, fostering empathy and awareness of diverse experiences.

#### Cultural Celebrations

Celebrations are thoughtfully organized to provide every student an opportunity to showcase their talents and unique socio-cultural identities, reinforcing a sense of belonging.

#### Language Inclusivity

To address linguistic disparities, English is the medium of communication and instruction during college hours. Additionally, non-native Tamil students are offered a certificate course in basic Tamil Language to enhance their integration during internships.

#### Financial Support

Students who are ineligible for government scholarships due to communal structures are provided management scholarships, ensuring that deserving students receive the support they need.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

### Sensitization to Constitutional Obligations

Loyola College of Education is committed to sensitizing students and employees to their constitutional obligations, emphasizing the values, rights, duties and responsibilities of citizens. Through various initiatives, the institution aims to instill a deep understanding of these core obligations, raising awareness among both students and staff.

#### Promoting Civic Duty and Engagement

Programs designed to highlight individual rights and responsibilities stress the importance of civic duty and engagement. By participating in these initiatives, students develop a strong sense of responsibility towards their community and society at large. This awareness prepares them to contribute positively to sustainable development.

#### Knowledge Empowerment

The institution equips students and employees with comprehensive knowledge of their constitutional rights and responsibilities. This education fosters a community that values active participation in democratic processes and social responsibility.

#### Building an Engaged Society

By promoting these principles, Loyola College of Education aims to cultivate a more engaged and conscientious society. Students are encouraged to become informed citizens who actively participate in shaping their communities, thereby contributing to the overall betterment of society. Through this commitment, the college plays a vital role in nurturing responsible and active members of the democratic framework.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

  

<b>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for students, teachers, administrators and other staff. 4. Annual awareness programmes on Code of Conduct are organized.</b>	<b>A. All of the above</b>
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File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

  

<b>7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals</b>
<b>Commitment to Inclusivity and Cultural Awareness</b>  Loyola College of Education actively celebrates and organizes a variety of national and international commemorative days, events and festivals, reflecting its commitment to inclusivity and cultural awareness. The institution promotes development activities for underprivileged students and engages in government and non-government campaigns, contributing to peace and integration within the community.

## Fostering Tolerance and Harmony

By celebrating major festivals that highlight India's rich multilingual heritage, the college instills values of tolerance, harmony and cultural diversity among its students. Every aspect of the local cultural environment is respected and meaningfully addressed through student participation, fostering a sense of belonging and community.

### National Commemorative Days

The college commemorates significant national days, including:

- Republic Day(January 26)
- Independence Day(August 15)
- Teachers' Day(September 5)
- National Education Day(November 11)
- Constitution Day(November 26)

### International Commemorative Days

Internationally, the college observes International Women's Day(March 8) to promote gender equality.

### Cultural and Religious Festivals

Cultural and religious festivals such as Christmas, Pongal, Onam and Diwali are celebrated with enthusiasm. These events feature educational programs, cultural performances and competitions and games, designed to enhance understanding and appreciation of diverse backgrounds.

### Encouraging Constructive Dialogue

These celebrations encourage constructive dialogue among students and reinforce the institution's dedication to inclusivity and diversity.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

### Best Practice 1: Foundation, Content Enrichment, and Certificate Courses

**Objective of the Practice:** The primary aim is to ensure that students understand the vision, mission, and ideology of Loyola College of Education while acquiring essential skills for their teaching careers. Students learn campus behavior, develop communication skills, gain practical knowledge of Google Apps, and, for non-Tamil speakers, receive instruction in the Tamil language to enhance their inclusivity during internships.

The Internal Quality Assurance Cell (IQAC) organizes student induction programs that include course orientation, foundational courses on key teaching topics, and content enrichment programs to reinforce their specialized subjects. An English language proficiency test identifies students needing additional support. Additionally, a course on Google applications prepares students for the technological demands of modern education, while Tamil language instruction helps students from other states and countries feel integrated.

### Best Practice 2: Feedback Mechanism

**Objective of the Practice:** This practice aims to raise awareness among staff and students regarding areas for improvement and assists administrators in planning and executing academic and administrative strategies.

Loyola College of Education employs an effective feedback mechanism that provides insights into current performance levels, highlighting strengths and challenges. Student feedback on

teaching staff is collected at the end of each semester, analyzed, and shared with faculty following established protocols. This review process enables faculty to adjust their teaching methods, ultimately guiding everyone toward excellence and fostering the holistic development of future educators.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

#### Vision and Commitment

The vision of Loyola College of Education (LCE) focuses on comprehensive education that harmonizes tradition with modernity to empower students. The college is dedicated to delivering high-quality teacher education that enhances students' intellectual capabilities while nurturing their individual talents.

#### Holistic Formation

The primary objective of the faculty is to guide students toward holistic formation, preparing them to excel as impactful teachers in a technologically advanced world. In an era dominated by technology, it is essential for educators to be proficient in digital teaching methodologies.

#### Technological Integration

Recognizing this necessity, LCE has established technology-friendly classrooms equipped with projectors, four smart interactive boards and a specialized e-content studio. These facilities foster the use of technology, enabling student teachers to create e-content that enhances their confidence and allows them to instruct effectively beyond conventional classroom environments.

#### Cultural and Sports Enrichment

The college emphasizes cultural enrichment and participation in sports, striving to develop self-assured individuals characterized

by perseverance, patriotism, and a sense of humanity. Students receive thorough academic preparation, as evidenced by their achievements in summative assessments each semester.

### Community Engagement

Additionally, students participate in rural camps, gaining insight into the realities faced by marginalized communities, which is integral to their formation as "men and women for others."

File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

#### 1.Outreach Activities

1.1. Beschi Educational Extension Services (BEES -An Evening Study Centre)

1.2. IMEC -Ignatian Mission for Elderly Citizens

#### 2. Faculty Development Programmes

Conduct a faculty development program focused on video editing skills to enhance teaching methodologies and digital content creation.

#### 3. Certificate Courses

- Yoga
- Silambam
- Basic Hindi Language
- Aari work and embroidery

#### 4. Publication Initiatives

- Release of IQAC Newsletter
- College Journal
- Compilation of Staff Articles as a book
- Prospective Perspectives' 2025-Compilation of Action Research done by the Second Year students during Internship

## 5. Research Initiatives

- In-House Research projects by faculty members to foster a culture of inquiry and innovation.

## 6. National Seminar

Organize a two-day national seminar on a relevant theme to facilitate knowledge exchange and collaboration among scholars

## 7. Preparation towards NAAC Peer Team Visit for the 3rd Cycle of NAAC Accreditation