



LOYOLA COLLEGE OF EDUCATION
 [Accredited 3rd Cycle at 'A' Grade by NAAC]
 Recognized by NCTE & Affiliated to TNTEU
 Nungambakkam, Chennai-600034
 Tamil Nadu, India

IQAC – Action Plan – Academic Year 2025 – 2026

S.No	Name of the programme	Nature of the programme	Date	No: of Participants	Objectives	Learning outcomes
1.	Student Induction Programme Ice Breaking Session	SDP	06.08.2025 - 08.08.2025	107	To build rapport among students and foster a productive learning environment	Develop skills to create a supportive and collaborative classroom atmosphere
	Teaching Profession & Orientation on B.Ed. Programme				To become aware of the teaching profession & B.Ed. curriculum	Understand the structure and expectations of the B.Ed. program and teaching profession
	English Proficiency Test				To identify the level of English proficiency and segregate them for spoken English classes	Assess English proficiency for appropriate placement in spoken English classes
	Principal's instruction on Code of Conduct				To inform student-teachers about the code of conduct at Loyola College of Education	Comprehend and adhere to the code of conduct at Loyola College of Education
	Characteristics of Jesuit Education				To orient about the character of Jesuit Education System	Gain an understanding of the principles and values of Jesuit education
	Teaching Aptitude Test Entry Behaviour				To identify the entry level of teaching aptitude in student-teachers	Evaluate initial teaching aptitude and identify areas for development

2.	Campus Tour	SDP	09.08.2026	107	To explore potential academic institutions, to foster a sense of belonging, and to enhance the students' understanding of campus life.	Students familiarize themselves with the campus facilities, infrastructure and institutional resources enabling effective utilization for academic and professional development.
3.	Content Enrichment /Foundation Course	SDP	11.08.2025 - 19.08.2025 (5 Days)	107	To enable the students to bridge the gap in their content knowledge and enrich technical skills.	Enhance subject matter expertise and technical proficiency
4.	Faculty Development Programme Session-I Structural Equation Modeling with JAMOVİ (Hands-on Session)	FDP	23.10.2025	19	The session aims to familiarize faculty members with the use of JAMOVİ software for data analysis, model building and interpretation, thereby strengthening their research capabilities and promoting data-driven academic practices.	Faculty members will be able to construct, estimate, and interpret a basic Structural Equation Model using JAMOVİ for real-world research data.
	Session-II Education Insights 2025-26 Fueling Neuroscience of Learning through Students' Engagement		24.10.2025	16	The session aims to explore innovative strategies that promote active student engagement, cognitive development and effective learning outcomes. It also seeks to equip faculty members with research-based insights and practical approaches to create more brain-compatible and student-centered learning environments.	Faculty members will be able to apply research-based, brain-compatible teaching strategies to design learning experiences that enhance active student engagement, cognitive development, and effective learning outcomes

	<p style="text-align: center;">Session-III Empowering Educators with AI Tools for Teaching and Learning</p>		04.12.2025	21	<p>To enhance faculty competence in effectively integrating emerging AI tools into teaching and learning processes, enabling them to design innovative, student-centred, and technology-enhanced instructional practices.</p>	<ul style="list-style-type: none"> ✓ Understand the role of Artificial Intelligence (AI) in transforming teaching-learning processes in higher education. ✓ Identify and explore various AI tools that can support lesson planning, content creation, and student engagement. ✓ Apply AI-powered tools to design innovative and interactive teaching strategies. ✓ Enhance assessment and feedback practices using AI-supported platforms. ✓ Develop awareness of ethical and responsible use of AI in educational settings.
	<p style="text-align: center;">Session-IV Research Integrity & Publication Ethics</p>		05.12.2025	19	<p>To strengthen faculty understanding of research integrity and ethical publication practices, enabling them to conduct and disseminate research with academic honesty, transparency and professional responsibility.</p>	<ul style="list-style-type: none"> ✓ Understand the principles of research integrity and their importance in academic research. ✓ Identify ethical issues in research and publication, including plagiarism, data fabrication, and falsification. ✓ Apply proper citation and referencing practices to maintain academic

						<p>honesty.</p> <ul style="list-style-type: none"> ✓ Recognize the guidelines and standards for ethical publication in reputed journals. ✓ Promote responsible research practices and uphold ethical standards in scholarly work.
	<p style="text-align: center;">Session-V Jesuit Characteristics and Management Expectations: A Pathway to Excellence</p>		08.01.2026	21	<p>To sensitize the faculty members to Jesuit characteristics and management expectations enabling them to integrate these values into academic leadership, institutional governance and professional practice for achieving excellence in higher education</p>	<ul style="list-style-type: none"> ✓ Understand the core characteristics of Jesuit education and their relevance in contemporary educational institutions. ✓ Recognize the management expectations in promoting academic excellence, integrity, and service. ✓ Apply Jesuit values such as leadership, social responsibility, and commitment to excellence in professional practices. ✓ Develop a deeper sense of mission and collaboration aligned with the vision of Jesuit institutions. ✓ Promote holistic development and value-based education in teaching-learning environments.

5.	Inauguration of the Certificate Courses for the Academic Year 2025-2026 1.Art & Communication for Classroom Resource Persons: Dr. E. Karthikeyan & Mrs. M. Mobisha	SDP	28.08.2025	20	Communication & Performing Arts certificate course is to enhance participants' skills in verbal and non-verbal communication techniques through performing arts	Demonstrate improved verbal and non-verbal communication skills
	2.Basic Tamil <i>Resource Person:</i> Dr. M. Venmani			04	Teaching Basic Tamil Language certificate course is to equip learners with the essential skills and knowledge to teach basic Tamil language proficiency to beginners	Demonstrate proficiency in teaching basic Tamil language skills, including vocabulary, grammar, and pronunciation.
	3.Essential Vocational Skills for Prospective Teachers <i>Resource Persons:</i> Dr. S. Pondyselvi, Dr. Y. Elin Shibi, Dr. V. Ajantha & Dr. T. Komalavalli			37	To develop essential vocational skills in art and craft among prospective teachers enabling them to create teaching aids and promote creativity in the classroom	Prospective teachers will be able to design and prepare simple art and craft teaching aids to enhance creativity and support effective classroom teaching
	4.Google Mastery <i>Resource Persons:</i> Mrs. S. Catherene Nithya & Dr. T. Ponmalini			36	Google Mastery certificate course is to empower participants with advanced knowledge and skills in utilizing Google's suite of tools and applications for professional and personal productivity	Utilize Google's tools and applications proficiently for productivity and collaboration
	5.French for Prospective Teachers <i>Resource Person:</i> Rev. Dr. Alphonse Manickam SJ			19	To introduce prospective teachers to basic French language skills for simple communication and cultural awareness.	Prospective teachers will be able to use basic French words and phrases for simple classroom and everyday communication

6.	Valediction of the Certificate Courses for the Academic Year 2024-2025 B.Ed. First Year 1.Art & Communication for Classroom Resource Persons: Dr. E. Karthikeyan & Mrs. M. Mobisha	SDP	02.09.2025	52	Communication & Performing Arts certificate course is to enhance participants' skills in verbal and non-verbal communication techniques through performing arts	Demonstrate improved verbal and non-verbal communication skills
	2.Basic Tamil Resource Person: Dr. M. Venmani			13	Teaching Basic Tamil Language certificate course is to equip learners with the essential skills and knowledge to teach basic Tamil language proficiency to beginners	Demonstrate proficiency in teaching basic Tamil language skills, including vocabulary, grammar, and pronunciation.
	3.Essential Vocational Skills for Prospective Teachers Resource Persons: Dr. S. Pondyselvi, Dr. Y. Elin Shibi, Dr. V. Ajantha & Dr. T. Komalavalli			41	To develop essential vocational skills in art and craft among prospective teachers enabling them to create teaching aids and promote creativity in the classroom	Prospective teachers will be able to design and prepare simple art and craft teaching aids to enhance creativity and support effective classroom teaching
	4.Google Mastery Resource Persons: Mrs. S. Catherene Nithya & Dr. T. Ponmalini			40	Google Mastery certificate course is to empower participants with advanced knowledge and skills in utilizing Google's suite of tools and applications for professional and personal productivity	Utilize Google's tools and applications proficiently for productivity and collaboration
	B.Ed. Second Year Sign Language Resource Persons: LRF Members			104	Sign Language certificate course is to provide learners with comprehensive knowledge and practical skills in sign language communication.	Demonstrate proficiency in expressive and receptive sign language skills.

7.	Student Empowerment Workshop Enhancing Competence, Compassion & Commitment	SDP	04.09.2025	183	To enhance students' competence, compassion and commitment, empowering them to develop essential skills, foster empathy and build dedication towards their personal and professional growth	<p>Competence: Equipping students with the skills, digital literacy and subject mastery required to excel in the modern educational landscape.</p> <p>Compassion: Fostering empathy and emotional intelligence to understand the diverse needs of learners.</p> <p>Commitment: Instilling a sense of dedication toward the teaching profession and social justice.</p>
8.	Curriculum Feedback from Internship School heads & Teachers	SDP	Jan'2026	School Heads & School Teachers	To gather feedback from internship school heads and teachers regarding the curriculum implemented during the internship period, aiming to identify strengths, weaknesses, and areas for improvement to enhance the relevance and effectiveness of the curriculum	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.
9.	Staff Performance Appraisal from I Year Students-Semester I	FDP	27.01.2026	116	Aiming to provide constructive feedback to faculty members on their teaching methods, communication skills and overall performance to support their professional development as educators.	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.
10.	Course wise Feedback-Students 2025-2026-Semester I (August-January)	SDP	27.01.2026	116	To collect feedback from B.Ed. first-year students regarding their learning experience, teaching methods and course content for each subject in Semester I aiming to identify areas for improvement and enhance the relevance and engagement of the curriculum.	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.
11.	Internal Quality Assurance Cells (IQAC) of Loyola College of Education, Chennai & St. Ignatius College of Education (Autonomous), Palayamkottai Jointly Organize A Special Talk on Leadership – Series I Online International Webinar “Authenticity at The Heart of Leadership”	FDP & SDP	30.01.2026	431	To understand the concept and significance of authentic leadership in contemporary educational and organizational contexts. To explore the core values of authenticity such as self-awareness, integrity, transparency and ethical decision-making. To encourage leaders to align personal values with professional responsibilities for effective and value-based leadership. To inspire participants to cultivate trust, credibility, and meaningful relationships through authentic leadership practices.	<ul style="list-style-type: none"> • Participants will understand the concept of authentic leadership and its significance in contemporary educational and organizational contexts. • Participants will be able to identify key traits of authentic leaders such as self-awareness, transparency, integrity, and ethical decision-making. • Participants will develop the ability to reflect on their own leadership style and align it with personal values and beliefs. • Participants will gain insights into building trust and fostering genuine relationships within teams and institutions. • Participants will learn strategies to practice authenticity in leadership roles to enhance effectiveness and credibility.

12.	TET Coaching Classes Educational Psychology for I Year Students	SDP	March to April 2026	116	To equip students with foundational knowledge and understanding of key concepts in Educational Psychology relevant to TET preparation.	Students will be able to apply principles of Educational Psychology to analyze learning processes and effectively answer TET-based questions.
	TET Coaching Classes Tamil,English,Maths,Physical Science,Biological Science-II Year Students			106	To provide comprehensive coaching in Tamil, English, Mathematics, Physical Science and Biological Science to the students for effective preparation for the Teacher Eligibility Test (TET).	Student-teachers will be able to demonstrate improved subject knowledge and apply appropriate problem-solving and pedagogical skills to successfully attempt TET examination questions across all core subjects.
	PG TRB Coaching for Commerce Students			10	To prepare Commerce students with in-depth subject knowledge and exam-oriented strategies for successfully qualifying the PG TRB examination.	Students will be able to demonstrate conceptual clarity in Commerce subjects and apply analytical and problem- solving skills to effectively answer PG TRB examination questions.
13.	One-Day International Seminar Education Through Innovation:Transforming Teaching-Learning in the Age of AI	FDP & SDP	06.02.2026	480	To create awareness of the role of Artificial Intelligence in transforming contemporary teaching-learning practices. To equip educators with innovative, AI-driven strategies for effective curriculum design, instruction and assessment.	<ul style="list-style-type: none"> ✓ Understand the role of Artificial Intelligence in transforming teaching- learning practices. ✓ Explore innovative digital tools and AI applications that enhance classroom instruction and student engagement. ✓ Integrate AI-supported strategies to improve teaching, learning, and assessment processes.

						<ul style="list-style-type: none"> ✓ Recognize the ethical and responsible use of AI in education. ✓ Promote innovative and technology-enabled learning environments for future-ready education.
14.	<p style="text-align: center;">Internal Quality Assurance Cells (IQAC) of Loyola College of Education, Chennai & St. Christopher's College of Education (Autonomous) Vepery ,Chennai-600007 Jointly Organize A Special Talk on Leadership – Series 2 Online National Webinar “Leading For Inclusion In Diverse Learning Ecosystems: Mindsets And Institutional Change ”</p>	FDP & SDP	25.02.2026	190	<p>To create awareness among educators and academic leaders about the importance of inclusive leadership in diverse learning environments.</p> <p>To understand the role of leadership mindsets in promoting equity and inclusion in educational institutions.</p> <p>To explore strategies for creating inclusive learning ecosystems that support learners from diverse backgrounds.</p> <p>To encourage reflection on institutional policies and practices that promote diversity and inclusion.</p> <p>To highlight the need for institutional change through collaborative and transformative leadership.</p>	<p>Participants will understand the concept of inclusive leadership in diverse educational settings.</p> <p>Participants will be able to recognize the importance of positive mindsets in fostering inclusive learning environments.</p> <p>Participants will gain insights into strategies for promoting equity, diversity and inclusion within institutions.</p> <p>Participants will develop awareness of the role of leadership in driving institutional change for inclusive practices.</p> <p>Participants will be able to apply inclusive approaches to support learners from varied socio-cultural and educational backgrounds.</p>
15.	Sign Language Certificate	SDP	March	116	To enhance students'	Upon successful completion of

	Course-II Year Students		2026		conversational fluency and linguistic competence by mastering complex grammatical structures, specialized vocabulary and the nuances of non-verbal expression in Sign Language.	the course, students will be able to engage in fluid, independent communication with the Deaf community, demonstrating the ability to translate abstract concepts and deliver structured presentations with high accuracy and cultural sensitivity.
16.	Curriculum Feedback from Alumni	SDP	March 2026	25	Gather feedback from alumni to inform improvements to the curriculum.	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.
17.	Curriculum Feedback from Employers	SDP	March 2026	05	Gather curriculum feedback from employers to ensure that educational programs align with placement needs and expectations, thereby enhancing graduates' employability and readiness for the workforce.	Tailor educational programs to meet current industry standards and demands
18.	Curriculum Feedback from B.Ed. Second Year students	SDP	March 2025	116	The objective is to collect feedback from B.Ed. second-year students regarding their learning experiences, teaching methods, and course content, aiming to identify areas for improvement and enhance the relevance and effectiveness of the curriculum.	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.
19.	Action taken report for curriculum feedback based on feedback given by -Students, Internship school heads & teachers, alumni & employers	SDP	March 2026		Preparing an Action Taken Report for curriculum feedback from students, internship school heads & teachers, alumni, and employers is to improve the relevance, quality, and effectiveness of educational programs.	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.
20.	Conducted TET Pre-Test - II Year Students	SDP	02.03.2026	116	To assess the readiness and competency of students for the Teacher Eligibility Test (TET) through a structured pre-test	Students will be able to identify their strengths and areas for improvement in TET subjects and adopt appropriate strategies to enhance their performance in the final examination.
21.	Internal Quality Assurance Cells (IQAC) of Loyola College of	FDP & SDP	10.03.2026	450	To understand how insights from Neuroscience can contribute to developing effective educational leaders. To explore the relationship between brain functioning,	Participants will understand the connection between neuroscience and learning in shaping effective leadership practices. Participants will gain insights

	<p>Education,Chennai & Stella Matutina College of Education (Autonomous) ,Chennai Jointly Organize A Special Talk on Leadership – Series 3 Online National Webinar “Forming Leaders of Learning: Insights From Neuroscience ”</p>				<p>learning processes and leadership in educational settings. To enable educators to apply neuroscience-based strategies for improving teaching, learning and decision-making in institutions. To promote reflective and innovative leadership practices that support meaningful and inclusive learning environments. To encourage educators to integrate scientific understanding of the brain into educational planning, classroom practices and institutional development.</p>	<p>into how brain-based strategies can enhance teaching, learning and leadership. Participants will be able to apply principles of cognitive development, memory and motivation in educational leadership. Participants will develop the ability to create brain-friendly learning environments that support student engagement and success. Participants will explore strategies to nurture leadership qualities in learners based on neuroscientific understanding.</p>
22.	<p>Career Guidance Programme with Special orientation on CEET - Competitive Examination Exposure Test</p>	SDP	06.04.2026	71	<p>To prepare students for various competitive exams by enhancing their understanding of exam formats, effective study techniques, and time management skills, thereby increasing their confidence and readiness for success.</p>	<p>Students understand the structure, purpose and preparation strategies for competitive examinations like CEET and make informed decisions about their career paths based on their interests, strengths and available opportunities.</p>
23.	<p>Educational Visit of students of Assam Don Bosco University ,Assam</p>	IDP	13.04.2026	50	<p>To facilitate a cross-cultural academic exchange that allows students to observe diverse institutional practices, innovative pedagogical frameworks and quality</p>	<p>Students will be able to synthesize new perspectives on educational leadership and classroom management, fostering a broader understanding of national</p>

					assurance mechanisms in a different regional educational context.	educational standards and the practical application of theoretical concepts in varied learning environments.
24.	Conducted TET Post-Test - II Year Students	SDP	April 2026	116	To evaluate the pedagogical proficiency and subject-matter expertise acquired by students after intensive training, ensuring their readiness to meet the rigorous standards of national and state-level teacher eligibility examinations.	Students will be able to demonstrate a high level of competency in solving complex competitive examination patterns, exhibiting improved analytical skills in child development, pedagogy and core subject areas necessary for professional certification.
25.	SWOC Analysis on Institution by the students	SDP & IDP	April 2026	116	To conduct a comprehensive SWOC analysis to gain insights into the institution's internal strengths and weaknesses, as well as external opportunities and challenges.	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.
26.	Teaching Aptitude Test -Exit Behaviour -B.Ed. Second Year Students	SDP	April 2026	116	Assess Teaching Competency and readiness	B.Ed. second-year students will demonstrate their proficiency in teaching aptitude by successfully completing the Exit Level Teaching Aptitude Test
27.	Staff Performance Appraisal Semester IV-B.Ed. Second Year Students	FDP	April 2026	116	Aiming to provide constructive feedback to faculty members on their teaching effectiveness, communication skills and overall performance to support	B.Ed. second-year students will develop skills in evaluating and providing feedback on staff performance honing their ability to assess

					continuous improvement.	teaching practices, communication effectiveness and interpersonal skills thereby enhancing their own professional development as future educators.
28.	Course wise Feedback by the students Semester IV-B.Ed. Second Year students	SDP	April 2026	116	To collect feedback from B.Ed. second-year students regarding their learning experience, teaching methods and course content for each subject in Semester IV aiming to identify areas for improvement and enhance the relevance and effectiveness of the curriculum.	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.
29.	Student Satisfaction Survey	SDP	April 2026	116	To assess the overall experience with the program, teaching quality, support services and learning resources, aiming to identify areas of strength and areas for improvement.	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 and retention rates
30.	Staff Performance Appraisal Semester II-B.Ed. First Year Students	FDP	April 2026	116	Aiming to provide constructive feedback to faculty members on their teaching methods, communication skills and overall performance to support	B.Ed. first-year students will develop skills in critically evaluating teaching practices and providing constructive feedback fostering their ability

					their professional development as educators.	to engage in reflective practice and continuous improvement as future educators.
31.	Course wise Feedback by the students Semester II-B.Ed. First Year students	SDP	April 2026	116	To collect feedback from B.Ed. first-year students regarding their learning experience, teaching methods, and course content for each subject in Semester II aiming to identify areas for improvement and enhance the relevance and engagement of the curriculum.	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.
32.	Self-Appraisal by teaching & Non-teaching staff	FDP	April 2026	27	Promote Self-Reflection and professional growth	Enhance Self-Awareness and ownership
33.	Principal Performance Appraisal by the teaching & Non-teaching staff	FDP	April 2026	26	Provide constructive feedback for leadership enhancement	Enhance leadership effectiveness and collaboration
34.	Teaching & Non-Teaching Staff Performance Appraisal by the Principal	FDP	May 2026	26	Facilitate performance improvement and recognition	Empowerment and professional development
35.	Pre-Test & Post-Test for all the subjects-Semester I, II & IV	SDP		232	To evaluate students' baseline understanding and readiness in the subject area at the outset and determine areas for improvement.	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.
36.	IQAC Newsletter Release the Academic Year 2025-2026	IDP	21.04.2026	300		
37.	AAA-Academic Year 2025-2026	IDP	July 2026	143	To review the quality of academic process in the college	Analyze and evaluate the satisfaction of teaching and learning

SDP-Student Development Programme
FDP-Faculty Development Programme
IDP-Institution Development Programme

Signature of the Coordinator
Dr. A. Jasmine Christy

Signature of the Principal
Dr. L. Kulandai Theresal