SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

LOYOLA COLLEGE OF EDUCATION

LOYOLA COLLEGE CAMPUS, STERLING ROAD, NUNGAMBAKKAM,
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600034
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loyola College of Education (LCE), a Jesuit Teacher Education Institution, was established in June 2007. It is completely owned and administered by the Loyola College Society, registered under the Society Registration Act of 1860 No. 5228/1973. It is located on the wide campus of Loyola College of Arts & Science, Nungambakkam, Chennai, Tamil Nadu, India. Loyola College of Education is a co-educational, self-financed institution. The college offers B.Ed. degree programme in the following eight pedagogies: English, Tamil, Mathematics, Physical Science, Biological Science, History, Commerce & Accountancy and Computer Science. It was recognized by the National Council for Teacher Education (NCTE) for an intake of 4 units in 2012, and the college surrendered 1 unit in 2021. It is affiliated to the Tamil Nadu Teachers Education University (TNTEU). LCE was accredited by the National Assessment and Accreditation Council (NAAC) at 'A' Grade with a CGPA of 3.79 (I Cycle) on September 16, 2011 and with a CGPA of 3.48 (II Cycle) on February 23, 2017.

Vision

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

Mission

Loyola College of Education is passionately committed to

- Forming compassionate, competent, conscientious, creative and committed teachers with techno-pedagogical skills using education as the key to empower the youth to bring about a desirable social transformation.
- Training and forming responsible socially committed teachers who promote the fundamental rights and duties, values of liberty, equality and fraternity, uphold the Constitution and affirm the ideas of secularism, social justice and sustainable development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is located in a prime area that is easily commutable and has good connectivity. A 2-acre campus, comprising 37 cents of land, conforms to the standards set by the National Council for Teacher Education (NCTE). The college boasts supportive infrastructure, well-equipped laboratories, and classrooms enabled with information and communication technology (ICT).
- Accredited at 'A' grade with a CGPA of 3.79 in the first cycle and subsequently achieving 'A' grade with a CGPA of 3.48 in the second cycle, this college stands as one of the top-performing colleges of education in India, recognized by NAAC.
- The sole aim of the college is to form creative, compassionate, committed, competent, conscientious,

and creative men and women for others in line with the objective of Jesuit Education.

- The college pays undivided attention to the empowerment of the marginalized, the oppressed and the first-generation learners.
- The campus is Wi-Fi-enabled, environmentally conscious with green initiatives and policies equipped with facilities to accommodate individuals with disabilities.
- The management is characterized by its proactive approach and supportive demeanor.
- The institution adopts participatory governance principles, ensuring a transparent process of decision-making with a clear delegation of responsibilities.
- The college campus is continuously monitored under 24x7 CCTV surveillance.
- Students from all over India, showcasing immense diversity in talents and excelling in sports and fine arts, are admitted to the college.
- The college offers a wide range of extension, extracurricular, and co-curricular activities to enrich the overall learning experience of students.
- Staff and students volunteer to offer relief work in times of natural calamities, mobilizing funds and essentials.
- The institution offers an online admission facility, providing convenience and accessibility to prospective students seeking enrollment.
- A reasonably stocked library with an INFLIBNET e-resource facility for both teachers and students
- The higher enrolment of girls is a strength for the college to carry forward the mission of women's empowerment in the 21st century.
- The research committee encourages research activities among faculty and students.
- An active Internal Quality Assurance Cell (IQAC) plays a central role in monitoring, augmenting, and maintaining the overall quality of the institution.

Institutional Weakness

- We need to initiate exchange programmes and collaborations with other universities and institutions, both at the national and international level.
- Lack of funded projects, research and development, patents, and consultancy
- Less academic autonomy in the existing affiliating system.

Institutional Opportunity

- Strengthening the alumni network to create more employment opportunities and generate endowment funds.
- Signing MOU with national and international organizations for student and teacher exchange programmes, research, and employment opportunities.
- Offering more skill development courses to enhance students' employability.
- Collaborating with sister institutions or other institutions for inter-disciplinary research projects, conferences, and symposiums
- Publishing an in-house journal with an ISSN number presents a valuable opportunity for the institute.
- Securing autonomous status represents a significant milestone for the institution.

Institutional Challenge

- Time being inadequate for offering new certificate courses.
- Utilizing the full potential of alumni is yet to be utilized.
- Increase the number of male students equal to the number of female students.
- Building a strong alumni network globally.
- Declining student-enrolment ratio.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college plans and implements a SMART (Specific, Measurable, Achievable, Relevant and Transferable) curriculum that meets the needs of the stakeholders. The curriculum of the college is guided by the guidelines of TNTEU, the vision and mission of the institution, and the professional and industrial needs. In the academic year 2021–2022, colleges affiliated to the Tamil Nadu Teachers Education University underwent a significant transformation, transitioning from the non-semester pattern to the semester pattern, following the university guidelines. Loyola College of Education, aligning seamlessly with these changes, initiated the implementation of regulations and a syllabus for its two-year B.Ed. degree programme in a semester format. This transition was carried out under the framework of the Choice-Based Credit System, marking a pivotal shift in the educational approach at the institution. In 2021, the college moved to outcome-based education to equip our students with 21st century;s skills: critical thinking, problem-solving, analytical reasoning, cognitive skills, and self-directed learning. PLOs and CLOs are defined and based on the revised Bloom's Taxonomy.

The Life Skill Certificate Course, the Spoken English Course, and the Sign Language Certificate Course have been introduced as value-added courses. Independent learning is encouraged through online courses such as SWAYAM and NPTEL for which marks are awarded.

The IQAC analyzes structured curriculum feedback that is provided by internship school heads, teachers, employers, alumni, and students in order to make ongoing improvements. The website is updated with the analysis of the feedback and the action taken report.

Teaching-learning and Evaluation

The college is committed to providing quality Teacher Education with the candidates' emphasis on holistic, value based and technology enabled education.

The Admission Committee of the college ensures a merit-based, transparent admission procedure adhering to the reservation policies of the Government of Tamil Nadu, thereby committing to equitable and inclusive education. The college has a well-structured mechanism to identify the diverse needs of students by assessing teaching aptitude at the entry level and grouping students as below average, average and above average. Such grouping helps the mentors plan for additional tutorials, counseling, remedial learning engagement, and other activities.

The college employs a multifaceted teaching approach, embracing experiential, participatory, and problem-solving methods along with online tools to enhance student learning. Teachers seamlessly integrate ICT for effective teaching, while students leverage technology for internships, biomechanical activities, and field sports. The college ensures exposure to recent developments through expert lectures, book discussions, policy

dialogues, teacher-led seminars, and media utilization, promoting a holistic teaching-learning process that nurtures creativity, innovation, intellect, empathy, and life skills.

The college trains the students in the various skills that they need to become effective teachers. The students are given a theoretical understanding of the various competencies and skills needed. They hone their teaching and leadership skills through practice during their internship. The college provides quality education for the student teacher with qualified faculty. The faculty members stay updated professionally by attending various workshops, seminars, webinars, etc. The college encourages the budding faculty members to pursue doctoral programme.

The college maintains a robust Continuous Internal Evaluation (CIE) system, ensuring transparent and timely evaluation with bilingual answering options. The mechanism includes displaying internal assessment marks before term-end examinations, providing constructive feedback, offering improvement opportunities, and accessing tutorial support. An operational grievance redressal system addresses examination-related concerns. The college's adherence to the academic calendar ensures the seamless execution of internal evaluations, emphasizing a structured and effective approach to student assessment and support.

Regular assessment and feedback from students regarding all activities help us identify their specific needs and the institution can take possible constructive measures. Thus, a close nexus is maintained between the activities of the college and the objectives of the programmes which is reflected in the analysis of the student satisfaction survey conducted every year.

Infrastructure and Learning Resources

Loyola College of Education boasts a two acre and thirty-seven cents campus aligned with National Council for Teacher Education (NCTE) standards. The one acre and twenty cent infrastructure include a 28,471.94 sq. ft. plinth area, featuring administrative spaces, health and sports rooms, classrooms, an auditorium, a digital library, labs, SMART classrooms, E-content studio and committee spaces.Expansive playgrounds covering 12,29,900 sq. ft. serve as communal spaces, enhancing the overall learning environment, promoting a sense of community among students.

The college prioritizes advanced teaching-learning facilities with a digital library equipped with 18 systems and Autolib library management software. A dedicated website, digital databases, and collaboration with Loyola College's central library enable remote access to educational resources.

Emphasizing a dynamic digital ecosystem, Loyola College of Education showcases its commitment to G-Suite, domain registration, and a SMART Campus network with enhanced Wi-Fi connectivity. This focus on technology includes 25 multimedia projectors, 106 desktops, and other ICT resources for personalized instruction.The college extensively uses digital platforms such as EBSCO and Proquest, providing student-teachers with diverse resources. Collaborations with Loyola College's central library enrich the academic experience, fostering a holistic approach to education.

Meticulous maintenance policies cover physical infrastructure, classrooms, library, ICT facilities, laboratories, and sports facilities. Annual maintenance contracts ensure the longevity of critical systems, contributing to the overall sustainability of the institution.

Loyola College of Education excels in infrastructure, digital resources, ICT integration, and comprehensive

maintenance policies, creating a conducive and enriched learning environment for student-teachers and teacher-educators.

Student Support and Progression

The college is dedicated to providing a constructive environment that fosters the holistic growth and progress of its students. The college prioritizes the well-being of its students, offering a comprehensive support system. All the students undergo training in essential aspects such as personality development, soft skills, communicative skills, life skills, and stay abreast of technological trends. The emphasis extends to diverse areas including yoga, first aid, spiritual experiences, physical fitness, health, hygiene, and active participation in activities like blood donation etc. The college employs a systematic approach to student counseling, mentoring, and overall welfare. The college strategically brings in experts from various fields and leverages the insights of resourceful alumni, enhancing the overall curricular experience.

The college maintains an efficient system for addressing student grievances and preventing sexual harassment, embodying a zero-tolerance policy towards ragging. The college ensures a proactive approach to student grievances through a committee. Additionally, the placement cell provides career guidance and organizes special sessions on mock interviews, resume writing, interview techniques, goal setting, and personality development. International webinars bring expert knowledge to students, and the college offers guidance and coaching classes with a regular timetable for students undertaking exams such as CTET, TET, and TRB. Students have demonstrated success, qualifying in the CTET, TET, and NET exams. Notably, the students excel not only academically but also in sports and cultural competitions at district and collegiate levels. The dynamic Student Council and various committees play a vital role in organizing various activities, serving as a practice ground for democracy and hosting cultural programs and celebrations. Moreover, the Alumni Association collaborates with the college to organize meaningful activities for ongoing student development.

Governance, Leadership and Management

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Institutional Values and Best Practices

The college takes a global perspective on environmental values, aligning with the Jesuit principles that emphasize collaboration in caring for the common home, the Earth. This universal approach guides the college in planning and implementing productive measures for the protection and sustainable development of the environment. Students are specifically taught and trained to embrace social responsibility and environmental friendliness through various initiatives.

The college actively demonstrates its commitment to environmental sustainability through various initiatives. The use of solar energy meets 29 percent of the campus' electricity needs, while a comprehensive solid waste management system produces methane from bio-waste. The Sewage Treatment Plant (STP) ensures responsible disposal, contributing to a zero-waste environment. Rainwater harvesting pits and the storage of rainwater in sumps enhance the groundwater level, with tanks and reservoirs ensuring clean and hygienic water storage. The college maintains a clean and healthy campus through dedicated staff, providing a pollution-free environment.

The commitment of the college to cleanliness and sustainability is reflected in its go green campus, pedestrian-friendly roads, and green landscaping with clusters of trees and plants, contributing to a reduced temperature on campus. The college actively engages students in environmental protection activities, emphasizing a holistic approach to caring for the local environment. The clearly stated code of conduct for all stakeholders ensures that individuals associated with the college are guided to be responsible and environmentally conscious.

Creative assembly, one of the best practices provides the additional platform for the students to exhibit their talents. The immediate feedback session followed by the assembly highlights the areas of strength and improvement of the team help them to become constructive. Philanthropic activities are given importance to train and form the students as the men and women for the others especially the marginalized and downtrodden people. The formation of students into the holistic human engineers with professional, psychological, social, ecological and digital well-beings stands as the distinctiveness of our institution.

Research and Outreach Activities

Loyola College of Education has taken a significant step by establishing Loyola College of Education Research Forum (LCERF), aimed at overseeing and formalizing research endeavors. The college upholds stringent standards for research, emphasizing the importance of maintaining high-quality work and avoiding literary theft. One of the primary objectives is to foster a society abundant in creative ideas and innovative thinking. LCERF actively promotes action research, providing aspiring student teachers with valuable opportunities through orientations, workshops, and seminars during their internships. Faculty play a crucial role in guiding student teachers throughout the research process, ensuring a comprehensive understanding. The college collaborates with other educational entities, expanding research possibilities and enriching the academic experience. This collaborative effort, often formalized through Memorandums of Understanding, is meticulously recorded in reports, contributing to the institutional commitment to rigorous and methodical documentation.

The college actively encourages its faculty members to engage in research, offering incentives and on-duty

benefits for attending two seminars or conferences annually. This strategy aims to stimulate ongoing academic participation and knowledge dissemination. Simultaneously, the college organizes outreach programs to instill social ideals and duties in pupils. By emphasizing social responsibility, students are exposed to real-world issues, gaining awareness and understanding of the concerns faced by underprivileged and oppressed groups. This exposure not only cultivates a sense of social responsibility but also motivates students to actively contribute to nation-building through their participation in outreach activities and community engagement.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LOYOLA COLLEGE OF EDUCATION
Address	Loyola College Campus, Sterling Road, Nungambakkam, Chennai
City	Chennai
State	Tamil Nadu
Pin	600034
Website	www.lcechennai.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	L. Kulandai Theresal	044-28178430	9442066445	-	lcoechennai@gmail.com
IQAC / CIQA coordinator	A. Jasmine Christy	044-28178416	9444845159	-	jasminechristy29@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status - Order - 2022 - 2023.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Tamil Nadu	Tamil Nadu Teacher Education University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-07-2019	View Document
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	19-08-2015	2	

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Loyola College Campus, Sterling Road, Nungambakkam, Chennai	Urban	1.2	3621.956

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education,Education	24	As specified in the B.Ed Admission Guidelines of the Government of Tamil Nadu in force from Time to Time	English + Tamil	150	106

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	6	16	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	12	0	13
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	1	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	21	4	0	0	25
	Female	72	9	0	0	81
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	8	5	5	5
	Female	33	35	43	29
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	2	1	0	1
	Others	0	0	0	0
OBC	Male	8	10	15	6
	Female	83	89	88	67
	Others	0	0	0	0
General	Male	2	0	1	1
	Female	11	10	25	25
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		148	150	177	134

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Loyola College of Education in Chennai is a self-financed college affiliated to the Tamil Nadu Teachers Education University, established under Tamil Nadu Act 33 of 2008, with its campus located

in Chennai, Tamil Nadu, India. The institution is dedicated to providing quality B.Ed. programme and aligns its programs with the regulations and syllabus set forth by the Tamil Nadu Teachers Education University. Loyola College of Education envisions a holistic transformation into a multidisciplinary institution, poised to embrace the dynamic educational landscape. This transformation involves upgrading infrastructure, fostering faculty development in interdisciplinary teaching, and promoting community engagement. With personalized student support and a commitment to aligning with the National Education Policy (NEP) 2020, Loyola College of Education aspires to offer a flexible curriculum structure, enabling multiple entries and exits. Loyola College of Education adopts a comprehensive approach to integrating humanities and science with STEM, fostering a well-rounded educational experience. Our B.Ed. programme emphasizes the seamless integration of disciplines, promoting interdisciplinary learning. Through courses such as "Language across the Curriculum" and "Understanding Disciplines and Subjects," students explore connections between humanities, science, and STEM subjects. Additionally, pedagogical subjects like "Pedagogy of a School Subject" provide a platform for combining theoretical knowledge with practical teaching methodologies. Commitment of the college to an inclusive curriculum ensures that students gain a holistic understanding of the interplay between humanities, science, and STEM disciplines, preparing them for diverse educational challenges. In 2021–2022, the college smoothly adopted semester patterns and the Choice-Based Credit System (CBCS), following the guidelines of the Tamil Nadu Teachers Education University guidelines. Acknowledging the significance of holistic education, the institution integrates environmental education into its coursework, emphasizing sustainability. Furthermore, subjects incorporate value-based learning, ensuring a comprehensive educational experience. This aligns with the college's dedication to shaping educators with versatile skills and a profound understanding of interdisciplinary connections. The college is in the process of strategically designing a multidisciplinary, flexible curriculum to be implemented in the upcoming days. This curriculum will provide

	students with multiple entry and exit points in undergraduate education, aiming to balance adaptability and academic rigor. The forthcoming design will incorporate a modular structure, allowing students to exit the program with certifications at various stages while maintaining a seamless path for re-entry. The college is actively planning to engage in more multidisciplinary research endeavors to address society's pressing issues and challenges. The institution aims to foster a research culture that encourages collaboration across various disciplines, promoting innovative solutions to complex problems. Plans include establishing interdisciplinary research centers, facilitating collaborative projects, and encouraging faculty and student participation in cross-disciplinary research initiatives. Faculty development programmes are conducted regularly to ensure that faculty are well-equipped for interdisciplinary teaching, fostering collaboration across departments. The college encourages and supports interdisciplinary research initiatives, addressing contemporary educational challenges. Interdepartmental collaboration and student engagement in multidisciplinary activities, such as seminars and workshops, further enrich the learning environment. By embracing these practices, the college is actively contributing to the realization of NEP 2020's vision for a comprehensive and interconnected education system.
2. Academic bank of credits (ABC):	Loyola College of Education, as an affiliated institution with TNTEU, will proactively embrace the objectives outlined in NEP 2020, particularly regarding the implementation of the Academic Bank of Credits (ABC). The institution stands prepared to fulfill NEP 2020's prerequisites for an ABC when mandated by the university, showcasing its commitment to progressive and adaptable higher education practices. The college has not registered under the Academic Bank of Credits (ABC) to permit its learners to avail themselves of multiple entries and exits during the chosen program as Loyola College of Education is a self-financed college affiliated to the Tamil Nadu Teachers Education University. The college fosters faculty autonomy within an approved framework, empowering them to craft their own curricular and pedagogical approaches. Faculty can introduce supplementary materials aligned with their

	teaching style and student needs. Faculty go beyond university-mandated assessments, creating innovative assignments that promote deeper learning and cater to diverse learning styles. Faculty have the flexibility to design assessments that effectively measure student understanding, potentially incorporating project-based work, presentations, or portfolios. For certificate courses, faculty have full control over designing both the curriculum and assessments, allowing them to tailor the learning experience to specific needs.
3. Skill development:	The holistic formation of human engineers, the future teachers, is the vision of Loyola College of Education. The primary focus of our institution is not merely training the student teachers but molding them into men and women for others, especially the underprivileged and marginalized. The students are trained to become productive through programs such as mentorship, language proficiency classes for the needy, a series of tutelage program on interpersonal and interview skills, etc. Soft skills are provided as a short-term course covering areas such as value systems, entrepreneurship, health education, time management skills, prioritization, and personal management skills. The vision and mission of our college address the issues of marginalized people through all means possible. LCE upholds constitutional values from the initial admission process to the end of the course. Our institution celebrates all religious festivals, including all the students, and promotes citizenship values. The inclusion of disabled students equips other students to comprehend their difficulties and develop a positive attitude toward serving the needy. Loyola College of Education is an affiliated college, and we're teaching our students according to the syllabus and instructions given by the Tamil Nadu Teachers Education University. The college offers a Life Skills Certificate Course and a Spoken English Certificate Course as additional certificate courses. In order to maximize the potential of the students, our teacher educators organize various activities, workshops, and programs for prospective teachers. Special trainers are invited to instruct and assess the students based on their individual abilities. Individual talents are identified and guided according to their needs and interests. The students receive a comprehensive

	training course on interview skills, which includes the practice of creating a resume, communicating orally and in writing, and a mock interview facilitated by the head teachers from various schools, which enable them to become confident enough to fit into the field of teaching immediately after the completion of the course. The college offers more possibilities for students to demonstrate their fine arts abilities through talent search competitions, club activities, cultural events, creative assemblies, and intercollegiate competitions, in addition to the exclusive theater pedagogy training. Since the potential teachers are multilingual and prefer English-medium education, our institution also provides a short-term bridge course to enhance their classroom communication skills based on the requirements. Offering vocational education in ODL, blended, or on-campus modular modes to learners. As the technological world expects all teachers to be up-to-date on their academic and professional skills, the importance of continuing education and skill development is becoming more and more evident. Online vocational training classes are a useful, accessible, and reasonably priced way for people to advance in their careers and pick up new skills. Owing to its numerous benefits, Loyola College of Education provides student teachers with a blended learning course in sign language which strengthens their theoretical and practical abilities to work with children with disabilities in a welcoming classroom setting. This training course on sign language creates an additional opportunity for students to opt for an inclusive environment at work.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has adopted a comprehensive approach to the implementation of the bilingual mode (Tamil and English) in both offline and online courses, a key initiative aligned with the National Education Policy (NEP) 2020. This strategy aims to foster a multilingual learning environment, promoting linguistic diversity among students. Furthermore, the institution places a strong emphasis on upholding traditional Indian values, as evidenced by its strict adherence to a traditional dress code and cultural practices. This commitment aligns with the cultural and linguistic principles outlined in the NEP 2020 guidelines. In terms of faculty training, the institution ensures that there are no language restrictions from

	the TNTEU, promoting the adoption of bilingual instruction. The annual directive to faculties to conduct classes in bilingual mode showcases the proactive stance of the administration in embracing and implementing these language policies. The conscious effort of the college to align with NEP 2020 guidelines underscores the institution's commitment to staying current with educational reforms and fostering an inclusive learning environment. The programme offered at the college reflect a strong commitment to bilingual instruction, with all B.Ed. courses (excluding Pedagogy of English) being taught in both Tamil and English mediums. Additionally, elective courses such as Value and Peace Education, Human Rights Education, Disaster Management, Special Education, and Life Skill Education contribute to a well-rounded curriculum that integrates Indian languages and cultural perspectives. The exclusive teaching of Tamil in the classical language further highlights the institution's dedication to preserving and promoting indigenous languages. Efforts for the preservation and promotion of Indian languages and traditions are evident in various activities, including participation in Tamil competitions and the integration of Indian traditions into daily teaching. The celebration of traditional Tamil festival such as Pongal, accompanied by Rangoli competitions, traditional games and cultural performances, further fosters a sense of cultural pride and heritage among students. The college promotes linguistic diversity by encouraging songs and dances in various Indian languages such as Hindi, Punjabi, Malayalam, etc., during cultural events, creative assemblies, national festival celebrations, and college day celebrations. The institution's commitment to good practices, such as providing separate classes for Tamil-medium students in both offline and online modes and ensuring continuous adherence to the traditional dress code underscores its dedication to inclusivity and cultural diversity. Overall, these initiatives collectively contribute to the holistic integration of the Indian knowledge system, creating a dynamic and culturally rich educational environment.
5. Focus on Outcome based education (OBE):	Institutional Initiatives towards OBE: Loyola College of Education has taken significant steps to align its curriculum with outcome-based education (OBE).

The institution has restructured its B.Ed. programme to clearly define intended learning outcomes for each course. The curriculum design emphasizes the identification of specific knowledge, skills, and attitudes that students are expected to acquire by the end of their educational journey. Integration of OBE in Teaching and Learning Practices: Efforts to embed OBE principles into teaching and learning practices at Loyola College of Education are evident through various strategies. The use of internal examinations as a tool for assessing students' progress aligns with the OBE framework. These assessments are designed to measure the attainment of predefined learning outcomes. Additionally, remedial classes are tailored to address individual student needs, ensuring that the learning objectives are met by providing necessary support and interventions. Micro-teaching workshops play a crucial role in translating OBE principles into practical teaching experiences. By exposing aspiring teachers to various teaching strategies and allowing them to practice in a controlled setting, the institution ensures that educators can effectively demonstrate the desired learning outcomes in their future classrooms. Creative assemblies organized by each Pedagogy, contribute to OBE by providing a platform for students to showcase their abilities and align their presentations with specific themes that enhance awareness and understanding of different subjects. These creative assemblies emphasize the development of leadership qualities among prospective teachers, aligning with broader educational goals. The emphasis on the spoken English as a priority area for teacher training also aligns with OBE principles. Effective communication skills are recognized as essential outcomes, ensuring that educators can convey information clearly and engage with students in a meaningful way. Good Practices in Outcome-Based Education (OBE) in View of NEP 2020: A notable example of good practice at Loyola College of Education is its proactive approach to internal examinations, remedial classes, microteaching, and creative assembly sessions. These practices collectively contribute to the effective implementation of OBE. The institution's commitment to aligning with NEP 2020 further underscores its dedication to staying current with national educational reforms and fostering an outcome-oriented educational environment. Loyola

	College of Education has strategically integrated OBE principles into its curriculum, teaching practices and assessment methods demonstrating a commitment to producing well-rounded educators equipped with the necessary knowledge, skills, and attitudes outlined in the outcome-based education framework.
6. Distance education/online education:	Possibilities of Offering Vocational Courses through ODL: Currently, Loyola College of Education is not operating in the Open and Distance Learning (ODL) mode due to its affiliation with the Tamil Nadu Teachers Education University. However, there are plans to introduce diploma, post-graduation, and diploma courses in the future. These courses, when implemented, could provide vocational training opportunities through the ODL mode, catering to a broader audience of learners who may benefit from flexible and accessible education. Technological Tools for Teaching-Learning Activities and Blended Learning: Loyola College of Education has actively embraced technological tools to enhance teaching-learning activities. In response to the evolving educational landscape, the institution has developed a thirty-hour certificate course program to improve the teaching of sign language in an inclusive environment. This initiative aligns with the institution's commitment to addressing diverse learning needs through specialized courses. The faculty at Loyola College of Education play a pivotal role in utilizing technology for instructional purposes. They create e-content, videos, blogs, and utilize platforms like Google Classroom to disseminate educational materials to aspiring teachers. The use of question banks, presentations and study materials uploaded in blogs and Google Classroom encourages self-directed learning among students. Online assessments, quizzes, and tests are conducted, providing a comprehensive evaluation of students' understanding and progress. The adoption of online platforms such as Teams, Google Meet, Webex and others facilitates seamless communication, online lectures, special presentations and orientation training. The Certificate Course in Sign Language, offered online, demonstrates the institution's flexibility and commitment to reaching a wider audience through digital education. Good Practices in the Distance Education and Online Education per

	NEP 2020: In alignment with the National Education Policy (NEP) 2020, Loyola College of Education's initiatives in online education stand out as good practices. The institution's responsiveness to the changing educational landscape, the development of specialized courses, and the use of diverse technological tools for teaching and communication reflect a commitment to providing accessible, inclusive, and quality education. The online offering of the Certificate Course in Sign Language to a broad audience exemplifies the institution's adaptability and readiness to leverage digital platforms for skill development. These practices showcase Loyola College of Education's dedication to aligning with contemporary educational trends and fulfilling the objectives outlined in NEP 2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The student council members constitute the Electoral Literacy Club. Its establishment in our college aims to cultivate a culture of electoral engagement and advocate for informed and ethical voting practices, all while upholding the principles of "Every Vote Counts" and "No Voter Left Behind." The club's primary objectives encompass educating students on voter registration and election procedures, fostering an appreciation for the significance of their vote, and empowering them to confidently, comfortably, and ethically exercise their voting rights.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Indeed, the student council members (ELC) comprises both student coordinators and faculty members who oversee its operations. Since its inception, ELC has been fully functional, with students and faculty coordinators actively involved in sensitizing students about electoral process. It can be affirmed that the ELC is representative in nature. Name Members Principal Chairperson Mr. K. Nandha Coordinator Dr. C. Beulah Jayarani Assistant Coordinator Mr. Karan. V Chairman Ms. Reshma. R Vice Chairperson Mr. Dhanasekar. R Secretary Ms. Keerthi Sri. G.S. Joint Secretary Ms. Mirosini. M Treasurer
3. What innovative programmes and initiatives	The student council members (ELC) at Loyola

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	College of Education host various constitutional events, including Constitutional Day, voter awareness programs, legal awareness programs, and voter registration drives. These initiatives aim to promote the values, rights, obligations, and responsibilities of citizens, sensitizing both students and staff. Each year, on November 26th, Constitution Day is celebrated, during which all members of the college community pledge to uphold these principles. Additionally, special addresses delivered by college leadership highlight the significance of voting and its role in safeguarding constitutional rights. Furthermore, the Jesuit Province of Chennai has designated 2022–23 as the year dedicated to promoting India's constitutional values, which includes institutions like Loyola College of Education under its umbrella. On November 25, 2021, Indian Constitutional Day was celebrated, with copies of the Preamble installed on all notice boards on campus and the Preamble recited during the morning prayer session. Dr. Bernard D' Sami, Director at the Loyola Institute of Social Science Training and Research (LISSTAR), provided insights on various aspects of the Indian constitution, including its evolution, features, and the importance of constitutional values. An analysis of Fundamental Rights & Duties was also conducted. Additionally, a short video on the Constitution was posted by students and staff of LCE as their WhatsApp status on November 26, 2021. During the rural immersion camp, students actively participate in staging street plays focused on raising awareness about voting among the community. Furthermore, an essay writing competition on understanding secularism in the Indian constitution and a poster-making event on secularism in the present scenario are organized. Special talks on "The Constitution of India: A Living Document" are also conducted.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC organizes constitutional activities such as Constitutional Day and voter awareness programs to raise awareness among students and staff about the rights, obligations, and responsibilities of citizens.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	On November 25, 2021, Indian Constitutional Day was celebrated, with copies of the Preamble installed on all notice boards on campus and the Preamble

institutionalize mechanisms to register eligible students as voters.	recited during the morning prayer session. Dr. Bernard D' Sami, Director at the Loyola Institute of Social Science Training and Research (LISSTAR), provided insights on various aspects of the Indian constitution, including its evolution, features, and the importance of constitutional values. An analysis of Fundamental Rights & Duties was also conducted. Additionally, a short video on the Constitution was posted by students and staff of LCE as their WhatsApp status on November 26, 2021.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
298	327	312	313	293

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	200	200	200

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	200	200	200

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
147	166	134	171	109

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
146	162	134	171	108

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
148	150	177	135	178

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	18	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	21	19	19

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
149.95	90.34854	84.26379	125.96015	71.26509

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 100

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Loyola College of Education: Cultivating Competent and Compassionate Teachers

Loyola College of Education, affiliated to the Tamil Nadu Teachers Education University, Chennai, adheres to its curricular framework while enriching it with a unique vision. The college aims to develop creative, compassionate, competent, conscientious and committed teachers equipped with techno-pedagogical skills.

Planning for Effective Implementation of the Curriculum

- **Pre-Academic Year Orientation**: Prior to each academic year, Loyola College of Education conducts staff orientation program for faculty members, equipping them with proper planning and implementation strategies for the curriculum.
- **Dissemination of Information**: The college's prospectus, designed by the Admission Committee, clearly outlines the B.Ed. programme on its web page, Instagram and WhatsApp.
- **Time Table Preparation**: Timetable for both first and second-year students (semester and non-semester systems) are carefully crafted before the academic year begins. These timetables consider committee activities, allocated two periods per week and are finalized well in advance.
- **Subject Allocation**: The subject allotment process at Loyola College of Education is conducted through an open forum, ensuring transparency, willingness, equal opportunity, and workload equality for teacher educators. Faculty members express their subject preferences based on their expertise and interests during open discussions. The institution places a strong emphasis on providing equal opportunities for all the faculty members. In order to maintain workload equality a fair distribution of subjects is achieved, preventing undue burden on any particular faculty. This inclusive approach fosters a collaborative environment where the faculty can contribute effectively to the curriculum while aligning their interests with subject assignments, ultimately enhancing the overall quality of education at the institution.
- **Academic Calendar**: The academic calendar aligned with the university's curriculum is produced annually. It details programme outcomes, course results, syllabi and the weightage for internal and external assessments.

Dynamic Curriculum Implementation:

- **Diverse Pedagogical Methods**: Loyola College of Education employs a range of teaching methods, including technology-based learning, flipped learning, social interaction before and after classes, and collaborative learning. The faculty believe in utilizing a variety of instructional

strategies to keep students engaged.

- **Technology Integration**: Extensive use of ICT tools throughout the teaching and learning process ensures a tech-savvy future educator.
- **Well-Equipped Laboratories**: Physical Science Lab, Biological Science Lab, Math Lab, Computer Science Lab, Psychology Lab, Language lab and E-content studio provide students with valuable resources to enhance their language skills and create digital content. Weekly, language lab sessions focus on listening comprehension and spoken English proficiency.
- **Engaging Classroom Activities**: Lectures are supplemented with study materials, power point presentation, brainstorming sessions, quizzes, debates, group discussions, seminars and student-led presentations to maximize understanding and ensure active participation of the students.
- **Continuous Evaluation**: Regular tests after completion of syllabus ensure continuous monitoring of student progress. Adherence to the university's stipulated working days ensures thorough coverage of the curriculum. Internal tests and assessments further contribute to evaluating academic progress. Assessment records are maintained by teachers and proper attendance is encouraged through gentle reminders and communication to parents.

By employing these comprehensive and dynamic procedures, Loyola College of Education effectively implements its curriculum, shaping students who are not only competent in their field but also creative, compassionate and committed to making a positive impact on society.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 62.84

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	18	18	18

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	29	29	29

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 1.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 43.49

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
166	15	152	147	191

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0.78

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the**

curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

- A fundamental or coherent understanding of the field of teacher education
- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization
- Capability to extrapolate from what one has learnt and apply acquired competencies
- Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Loyola College of Education aligns with the regulations and syllabus set forth by the Tamil Nadu Teachers Education University for its two-year B.Ed. Degree Programme. The non-semester pattern from 2016 to 2021 aimed to cultivate a profound understanding of teacher education through various courses.

Fundamental Understanding of Teacher Education: The curriculum ensures a fundamental understanding through courses like "Childhood and Growing Up," "Contemporary India and Education," and "Knowledge and Curriculum," which lay comprehensive groundwork in educational theory, history, and philosophy.

Procedural Knowledge for Different Levels: "Learning and Teaching" and "Pedagogy of School Subjects" equip students with procedural knowledge tailored to different school levels, fostering adaptable communication skills and subject-specific methodologies.

Extrapolation and Application of Competencies: The curriculum promotes the extrapolation and application of competencies through "Language across the Curriculum" and "Assessment for Learning," emphasizing flexible application of knowledge and skills in varied contexts.

Development of Essential Skills/Competencies: An emphasis on essential skills like Emotional Intelligence is seen in courses such as "Creating an Inclusive School." Optional courses like "Yoga, Health and Physical Education", “Environmental Education” and “Values and Peace Education” further contribute to the holistic development of essential values and interpersonal skills.

Engagement with the Field: The engagement with the field involves tasks and assignments, School Internship, and Courses on Enhancing Professional Capacities (EPC). This holistic approach ensures students reflect, engage, and enhance their professional capacities through varied experiences.

Transition to the Semester Pattern

In the academic year 2021–2022, institutions affiliated to the Tamil Nadu Teachers Education University underwent a significant transformation, transitioning from the non-semester pattern to the semester pattern, following the guidance of the university guidelines. Loyola College of Education, aligning seamlessly with these changes, initiated the implementation of regulations and a syllabus for its Two-year B.Ed. degree programme in a semester format. This transition was carried out under the framework of the Choice-Based Credit System marking a pivotal shift in the educational approach at the institution.

Fundamental Understanding of Teacher Education: The semester pattern continues to provide a fundamental understanding through courses such as "Educational Psychology," "Contemporary India and Education," and "Knowledge and Curriculum," delving into psychological foundations and specialized knowledge.

Procedural Knowledge for Different Levels: "Learning and Teaching " and "Pedagogical Subject: - Part I & II" tailor procedural knowledge for different levels, ensuring specialized teaching strategies and exposure to school management and administration.

Extrapolation and Application of Competencies: "Assessment for Learning" and elective course like "Disaster Management" focus on equipping students with tools to analyze, progress and adapt teaching strategies, promoting purposeful adaptation of skills.

Development of Essential Skills/Competencies: Essential skills like emotional intelligence are emphasized through courses like "Creating an Inclusive School" and “Human Rights Education." This pattern targets specific skill development aligned with societal needs.

Engagement with the field: The engagement with the field under the semester pattern remains comprehensive, encompassing Tasks and Assignments, School Internship and Courses on Enhancing Professional Capacities (EPC). The semester-wise distribution ensures a structured and specialized approach to field engagement.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

• Development of school system

• Functioning of various Boards of School Education

• Functional differences among them

• Assessment systems

• Norms and standards

• State-wise variations

• An international and comparative perspective

Familiarizing Future Teachers with India's Diverse School System

Loyola College of Education goes beyond textbook learning to equip its future educators with a nuanced understanding of the diverse Indian school system. This includes immersion in the system's historical development, the functioning of various boards, assessment systems, and state-wise variations, providing a well-rounded perspective for navigating different educational landscapes.

1. **Development of the School System**

Students embark on a historical journey, from ancient Gurukulas to modern schools, understanding the evolution of curriculum, teaching methods, and educational philosophies. Courses like "Contemporary India and Education", “Knowledge and curriculum” and “Teaching and Learning” analyze the socio-political factors shaping the system's development, fostering a critical appreciation of its strengths and challenges.

1. **Functioning of Various Boards of School Education**

In-depth study of major boards like CBSE, ICSE and state boards equips students with knowledge of their curriculum structures, examination patterns and operational nuances. Students learn the functional differences among boards, including language instruction, grading systems, and syllabus updates, preparing them to adapt their teaching in different contexts.

1. **Assessment Systems, Norms, and Standards:**

Courses like "Assessment for Learning", "Understanding Disciplines and Subjects" and "Knowledge and Curriculum" delve into the intricacies of various assessment systems employed by different boards. Students learn about continuous and comprehensive evaluations, internal and external evaluations and specific grading systems, empowering them to effectively evaluate student progress across diverse contexts.

1. **Bridging the Gap: Practical Exposure through School Visits**

- **Local State Board Schools:** Bridging the gap between theory and practice, Loyola College of Education emphasizes practical exposure through school visits. Local context is explored through visits to schools like ‘Montfort Matriculation Higher Secondary School, St. Thomas Mount, Chennai’, where students witness firsthand the nuances of Samacheer Kalvi (Tamil Nadu Uniform System of School Education), languages of instruction, grading procedures, and syllabus updates.
- **Global Educational System Exposure**: Loyola College of Education provides students with a global perspective by facilitating visits to institutions like ‘The Indian Public School’ in Chennai, renowned for its adherence to international curricula such as the International Baccalaureate (IB) and Cambridge International Examinations (CIE). These engagements expand students' horizons, exposing them to diverse curriculum structures, language frameworks, and the practical implementation of global educational models.

1. **Specialized School Visits**: Loyola College of Education organizes visits to institutions like ‘Little Flower Hearing Impaired and Visually Challenged School’, as well as the ‘St. Louis Institute for the Deaf and Blind’. These visits align with the curriculum's focus on special education, offering prospective teachers practical, hands-on experiences in recognizing, managing, and instructing students with special needs.
2. **Expanding Horizons: International and Comparative Perspectives**

Expanding horizons further, Loyola College invited international educators such as Rev.Dr. Tangonyire from Ghana and Rev.Sr. Asha from the Philippines to share their insights. These talks on educational leadership, shared leadership models, and different national education systems provided student teachers with a global perspective. This exposure fostered critical reflection and adaptability, preparing graduates to navigate diverse global educational practices.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Loyola College of Education recognizes that preparing aspiring teachers requires more than just isolated subject knowledge. The institution is dedicated to instilling in its students an appreciation for the interconnectedness inherent in various learning engagements, facilitating a seamless transition from the curriculum to a well-rounded professional acumen.

Intertwined Elements

Thematic Integration: The curriculum of the college stands out as a carefully woven tapestry, moving beyond a patchwork of subjects. It features overarching themes such as social justice, technology integration and inclusive education. These thematic threads permeate seemingly unrelated courses, highlighting their practical connections in the real world.

Bridging Boundaries: Action Research and Case Study methodologies transcend specific subjects. Students move beyond the study of literacy, engaging in designing reading interventions for diverse learners. This approach incorporates insights from psychology, technology and pedagogy emphasizing the holistic nature of education.

Integrated Culmination of Learning: Students engage in diagnostic tests, slip tests and achievement tests to analyze intricate educational issues systematically. They adeptly propose evidence-based solutions, drawing upon the comprehensive knowledge acquired throughout their learning journey.

Teaching Beyond Traditional Methods

Problem-Solving Arena: The college discards rote memorization in favour of addressing real-world problems. Students adopt the role of detectives, collaborating and synthesizing knowledge from different fields to tackle authentic educational challenges.

Diverse Voices, Shared Wisdom: Interdisciplinary guest speakers bring the outside world into

educational spaces. Ranging from scientists to artists, they exemplify the interconnectedness of knowledge in action, inspiring curiosity and broadening perspectives.

Technology as the link: Technology surpasses being just a tool. It acts as a bridge between theory and practice. Simulations connect abstract concepts to concrete experiences, while collaborative platforms facilitate interdisciplinary communication and problem-solving.

Learning to Extend Beyond Physical Boundaries

Community Engagement: Service learning goes beyond altruism. Experience gained in camps serves as a paintbrush connecting academic learning to social responsibility. Students apply these skills in community settings, observing the interconnectedness of education and real-world needs.

Guiding Mentors, Shared Journeys: Seasoned teaching faculty at the college are not merely professors; they serve as mentors. Through one-on-one guidance and shared experiences, they bridge the gap between theory and practice, preparing students for the intricacies of the classroom.

Toolkit Refinement: Targeted workshops refine essential skills for the professional field, from classroom management to assessment and diversity. These sessions equip students with practical tools to navigate the dynamic education landscape.

IV. Assessing the Comprehensive Picture

Beyond Standardized Testing: Evaluation at the college extends beyond mere content knowledge. Projects, portfolios, and presentations enable students to showcase their understanding of interconnectedness across various learning engagements.

Reflective Integration: Regular reflection prompts students to consciously examine the interwoven threads of their experiences, solidifying their professional acumen.

Continuous Feedback: Feedback assists in refining efforts, ensuring that the curriculum at Loyola College of Education remains a vibrant tapestry. This process prepares educators for a world where knowledge, practice and community are intricately linked, fostering a holistic and adaptable approach to education.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from

various stakeholders.

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 88.73

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 69.57

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
97	139	151	111	119

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.25

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Loyola College of Education plays a pivotal role in the entry-level assessment process, aiming to identify diverse learning needs among students hailing from various socio-economic, educational, regional, and cultural backgrounds. The initial assessment process spans a two-day orientation program facilitated by the Internal Quality Assurance Cell (IQAC) for the first-year students.

(i) **Teaching Profession and B.Ed. Syllabus:** The entry-level assessment aims to dispel inhibitions and acquaint students with the demands of the B.Ed. programme, a professional programme with practical-based activities. The IQAC Coordinator employs a comprehensive presentation to elucidate the course structure and address queries through interactive sessions. The students are told that the formative assessments, including CIA examinations, assignments, and seminars, coupled with summative evaluations, contribute to students' academic prowess. In this regard remedial classes and adaptive structures are tailored for the benefit of slow learners and visually challenged students following the publication of CIA mark lists.

(ii) **English Proficiency Test:** Recognizing the importance of language proficiency in teaching, the college conducts sessions on communication's role in the profession. The English Proficiency Test helps identify language learning difficulties and subsequent oral exams assist in determining the medium of instruction. Academic counselling is provided during mentoring sessions to support students in enhancing their communication skills.

(iii) **Teaching Aptitude Test:** At the start of the academic year, a teaching aptitude test assesses the readiness and understanding of the students on teaching profession. Covering dimensions like teacher education, school aims, teaching methods, and relationships, this test evaluates psychological and academic aspects. Results inform the adoption of innovative teaching techniques to address academic needs.

(iv**) Concept/Content Enrichment Programme:** A concept/content enrichment program introduces first year students to the basic concepts of their pedagogy subject. The faculty elucidates the fundamental concepts from standard VI to XII, facilitating a clear understanding that proves beneficial during school teaching**.**

(v) **Foundation Courses:** An eight-day foundation course focuses on building confidence in using ICT tools. The faculty guide students on effective ICT utilization within classrooms and the library. The program aids in fastening concept comprehension, logical thinking and proficiency in using ICT tools.

(vi) **Micro, Mini Teaching, and Internship:** Micro and mini teaching sessions enhance teaching skills with feedback from teacher educators and peers. A sixteen- week school internship further hones teaching abilities, with zonal and pedagogy faculty guiding students. The faculty assesses teaching performance systematically, ensuring continuous growth.

(vii) **One-to-One Interaction:** The annual one-to-one interactions between the Secretary, the Principal, and students foster a sense of belonging. This personal engagement proves effective in addressing students' concerns.

The college meticulously identifies diverse learning needs at the entry level, assesses readiness for professional education and provides tailored academic support, creating a conducive environment for students to excel.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.56

2.2.4.1 **Number of mentors in the Institution**

Response: 18

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Loyola College of Education has always been at the forefront of establishing new and innovative methods in curriculum transactions over the years. The faculty are encouraged to adopt different and innovative teaching-learning methods to facilitate a good understanding of the concept by the students. Some of the teaching methodologies used at the college are:

1. **Flipped Learning:** Flipped learning promotes active learning and student engagement. The faculty encourage the students by providing online content related to a particular concept in the Google Classroom or the Subject WhatsApp group that has to be read at home, which will be discussed in the next class. This approach has instigated retention of information, critical

thinking, and class participation.

2. **Personalized Learning:** The faculty tailor instruction to each student's unique needs, interests, and abilities, which allows the students to progress at their own pace and style. The faculty provide an individualized plan, including lesson plans and activities for teaching and learning, and also take remedial classes. For example, NVDA software has been used to provide lessons for the visually challenged students. This has improved student learning outcomes, increased motivation, and created a sense of ownership over learning.
3. **Experiential Learning:** The faculty use a variety of experiential learning techniques according to the curriculum, including psychology laboratory experiments, field trips, educational tours, projects, case studies, microteaching, mini teaching, and macro teaching. This assures the students' practical knowledge and gives them more confidence in the concepts they learn and the many abilities they acquire.
4. **Peer Learning:** A key component of the college's educational paradigm is peer learning. Peer learning and evaluation done during microteaching, mini teaching, seminars, discussions, assignments, and practical sessions are helpful in assessing themselves from others' perspectives. This help students learn from one another, find shortcuts to understanding concepts, work together, and also take the initiative to learn by themselves.
5. **Participatory Learning:** Students are provided with active learning via participatory learning. It encourages students to speak out and aid in their rapid comprehension of the new concepts. Following are some examples of participatory learning techniques that the faculty provide for the students: Jigsaw Method, One-Minute Paper Crafts, Group Discussion, Debate, Storytelling and Panel Discussions.
6. **Technology Integration**: Utilizing technology in the classrooms, such as smartboards, projectors, and online platforms like Quizizz, Pear Deck, Nearpod, Microsoft Teams, Google Classroom, and Kahoot, the faculty provide the scaffold that enhance the students' learning experience by increasing engagement, access to a wealth of resources, and preparation for the work in digital world.
7. **Chalk and Blackboard Method:** As the college is a teacher education college, it also promotes the use of traditional teaching style such as chalk and board. While modern teaching methodologies have embraced technological advancements, the traditional chalk and board teaching method remains an enduring and valuable approach in teacher education. Students are given a chance to develop the ability by providing them with opportunities to use the blackboard during seminars, microteaching, macro teaching and also conducting competitions like 'Art by Chalk'. It helps the students understand the benefits of using this method, such as clarity, visual aid, eco-friendliness and cost-effectiveness, thus carry it on in their own classrooms in future.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 99.33

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 296

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**

2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Mentorship Programs at Loyola College of Education: Nurturing Holistic Development

1. Working in Teams*:* At the college, teamwork is cultivated through a multifaceted mentorship approach. Macro and micro teaching sessions enable students to receive constructive feedback from both peers and faculty after each teaching session. The first year involves micro-teaching, while the second-year internship period incorporates macro-teaching, with guidance from zonal in-charge staff and pedagogy mentors. Additionally, Pedagogy Club Initiatives foster collaboration, providing students with opportunities for professional and personal growth. Creative assemblies, organized by each pedagogy, blend informativeness and entertainment, showcasing students' talents and creativity. Daily assemblies, led by students with guidance from faculty and the campus ministry committee, promote teamwork and organizational skills.

2. Post-Examination Feedback*:* Following exams, the faculty ensure continuous improvement by providing general feedback to the class and individualized feedback to each student. This personalized approach aids students in understanding their strengths and areas for improvement, contributing to their overall academic growth.

3. Dealing with Student Diversity*:* Recognizing the diversity among students, the college implements various mentorship initiatives. Parents and teachers' meetings are held twice a year, facilitating faculty interaction with parents to better understand students' backgrounds and address their unique needs. Exposure to differently-abled students through visits to schools like Little Flower Convent Higher

Secondary School for the Blind and Deaf enhances students' awareness and empathy. Interaction programs with transgenders and celebrations of religious days and cultural events promote inclusivity and help students discover and overcome inhibitions.

4. Tailored Teaching Methods*:* To address diverse learning preferences, the faculty employ tailored teaching methods. Audio-visual aids, charts, models, and activities are prepared to cater to individual students' needs, ensuring a comprehensive and inclusive learning experience. Late bloomers and students with special needs receive additional support through online and offline reminders via platforms like Google Classroom, Google Meet, Microsoft Teams, and Whatsapp.

*5. **Balancing Home and Work Stress**:* Recognizing the importance of maintaining a balance between home and work, the college organizes lectures, webinars, and workshops on topics like life skills. An international webinar on 'Work-Life Balance' emphasized the significance of health, relationships, and realistic goal-setting. Mental health sessions, including workshops and webinars exploring educators' roles and the student-teacher relationship, contribute to a supportive school-work environment. Physical health and yoga classes, as well as special seminars conducted by experts, further enrich students' overall well-being.

*6. **Spiritual Experience**:* The annual 'God Experience' retreat, organized by the management, provides students a space for spiritual growth and personal reflection. This program helps foster a sense of community and unity among students, contributing to their holistic development.

7. Keeping up with Current Events*:* The college ensures students stay abreast of current events in education and life. Daily news reading during the assembly keeps students informed about everyday events. Additionally, special seminars and webinars on new developments, such as the National Education Policy (NEP) and Constitution Day, provide valuable insights into the evolving educational landscape.

Loyola College of Education equips its students with the skills and knowledge needed for a successful and fulfilling career in education. The comprehensive mentorship approach reflects the institution's dedication to providing a supportive and enriching educational experience.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. Special lectures by experts

2. 'Book reading' & discussion on it

3. Discussion on recent policies & regulations

4. Teacher presented seminars for benefit of teachers & students

5. Use of media for various aspects of education

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Case 1-Empowering Education Through Adaptive Pedagogy

Adapting to Challenges: When the COVID-19 pandemic hit, the faculty showcased remarkable foresight and dedication by swiftly embracing online teaching methodologies. To stay at the forefront of innovation, they actively participated in professional development initiatives like the IQAC-organized FDP on e-Content Preparation, MOOCs, and SWAYAM, alongside workshops like "Critical Outlook and Creative Use of Media for Effective Teaching," "Active Learning Strategies for Virtual Platform Leaders," and "Online Teaching Tools to Enrich and Enhance Virtual Classroom Teaching."

Integrating New Skills: The newly acquired online teaching skills seamlessly transformed the learning experience of the students. The faculty incorporated diverse and up-to-date materials, including educational websites, interactive multimedia content like videos, simulations, and quizzes and various online platforms (e.g., learning management systems, collaborative tools). This catered to varied learning styles and fostered a more inclusive environment by addressing diverse needs and preferences.

Impact on Students: The adoption of multimedia resources, virtual collaboration tools like discussion forums and breakout rooms and personalized attention created a more flexible, engaging, and interactive learning environment. This not only maintained high educational standards but also instilled resilience and adaptability in students. Importantly, online teaching eliminated geographical barriers, enabling students from anywhere to access quality education. The faculty's commitment ensured educational continuity and empowered students with valuable digital skills like online communication, collaboration and content creation relevant to the modern world.

Case2-Fostering Creativity in Education

Transforming into Content Creators: The college actively fosters creativity within its academic community through workshops focused on innovative methods for creating engaging teaching-learning materials and e-content. These workshops, titled "Creative Approaches to E-Content Design" and "Multimedia Tools for Engaging Instruction," cultivate a culture of ingenuity among faculty and students. Equipped with the latest trends and technologies, the faculty design engaging materials and empower students to do the same, recognizing the importance of nurturing future educators who can create their own resources.

Student Transformation: Facilitating hands-on learning experiences and providing guidance on multimedia tools like animation software and video editing platforms, these workshops have been transformative. Students have acquired the skills to create compelling teaching-learning materials to tailor to their future classrooms. Competitions like the annual E-Content Creation Challenge" encourage the students to develop their own materials, promoting a move towards more innovative teaching.

Unlocking Creativity and Innovation: These workshops have unlocked self-expression, encouraging the students to infuse their unique perspectives into educational content. They now enjoy crafting lessons that resonate with their peers, improving engagement and critical thinking, and fostering a sense of ownership over the learning process. Through these initiatives, the college is not just imparting knowledge but also nurturing future educators capable of innovating and adapting to the dynamic landscape of modern education.

Commitment to adaptive pedagogy and fostering creativity reflects a forward-thinking approach. By empowering the faculty and the students with the latest tools and methodologies, the college ensures that education remains resilient while nurturing a generation of educators who can creatively navigate the evolving educational landscape.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of

learning engagement provided to learners, and to analyse as well as interpret responses

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**
2. **Developing assessment tools for both online and offline learning**
3. **Effective use of social media/learning apps/adaptive devices for learning**
4. **Identifying and selecting/ developing online learning resources**
5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Loyola College of Education demonstrates a meticulous and comprehensive approach to organizing its internship program, ensuring a seamless and enriching experience for students

Selection/Identification of Schools for Internships: Participative/On Request

The college adopts a participative approach, collaborating with the university and the School Education Department of Government of Tamil Nadu to select schools for internship. The faculty meticulously choose schools based on proximity and suitability for students. The allocation process prioritizes transparency and collaboration, allowing students to express preferences and foster a sense of involvement in their educational journey.

Sl. No	Year	No of Schools	No of Students
1	2018 – 19	20	96
2	2019 – 20	34	177
3	2020 – 21	50	135
4	2021 – 22	95	147
5	2022 – 23	95	148

Orientation to School Principals/Teachers

Before the internship commences, the faculty members conduct Orientations for school Principals and teachers. These sessions highlight the significance of the internship program, clarify expectations, and address concerns. This engagement aims to create a conducive environment for the professional development of students.

Orientation for students going for internship

The institution's internship committee takes responsibility for orienting the students and providing clarity on their roles and responsibilities during internship. Training sessions cover the essential aspects such as creating teaching materials, teaching techniques, and addressing the nuances of instructing diverse groups, including the differently-abled children. This comprehensive orientation equips students to

navigate challenges during their internship, ensuring their preparedness for a successful teaching experience.

Defining the Role of Teachers in the Institution

The faculty play crucial roles as zonal in-charges and mentors during the internship program. Their responsibilities include visiting the assigned schools, observing the students in classrooms, assessing their records and providing constructive feedback. The pedagogy faculty contribute further by conducting school visits and offering specific feedback related to subject. This multi-layered mentoring approach ensures that students receive diverse perspectives and guidance, enhancing their overall learning experience and professional growth.

Streamlining modes of assessment of student performance

The assessment process at the college is well-structured and comprehensive. Students maintain records with a focus on lesson plans, regularly checked by the guide teachers. The continuous observation and feedback from the guide teachers contribute significantly to the assessment process. Marks are assigned for classroom handling, records, and teaching and learning materials. Feedback from school heads adds another layer to the assessment, ensuring a holistic evaluation of student performance.

Exposure to a varieties of set-ups

The students undertake school visits to a diverse range of school set-ups, including special schools, CBSE schools and international schools. The interactions with the students and the faculty from different institutions provide valuable insights into varied practices, challenges, and the overall functioning of diverse schools. This exposure aims to broaden the perspectives of students and enrich their understanding of the educational landscape.

College`s preparatory efforts for the internship program exemplify a thoughtful and inclusive approach. By involving all stakeholders, providing comprehensive orientations, and ensuring diverse exposures, the institution contributes to a meaningful and impactful internship experience for its students, preparing them for the over-all experiences of the teaching profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 1.63

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 90

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Structured Allocation Process of Loyola College of Education

The college adopts a meticulous approach to allocating students to various schools, facilitated by the Internship Committee, which utilizes the list of schools made by the faculty in the college or provided by the Tamil Nadu Teachers Education University. The heads of schools assign the guide teachers for both levels I & II. The schools are categorized into different zones, with designated faculty overseeing each zone. The faculty in charge observes and records the students' performance in school visit registers, maintaining detailed remarks.

The role of School Principals in monitoring

The Principals of Internship schools play a pivotal role in monitoring the internship program. They allocate senior guide teachers, specify standards and sections to be handled, and create timetables for each trainee. Monitoring daily attendance, overall performance assessment, and behavioural observation of trainees are conducted by the Principal. Additional responsibilities such as substitution classes and participation in co-curricular activities are assigned as needed. Summative evaluation forms, including an internship report, a comprehensive appraisal of trainees, teaching practice completion certificates, curriculum feedback, and attendance registers, are submitted to the college by the Principal.

Constant observation by the guide teachers and the pedagogy faculty

The students undergo continuous observation by the guide teachers, the pedagogy faculty and the assigned faculty responsible for specific school zones. This observation is instrumental in providing constructive feedback to the enhance teaching effectiveness. The pedagogy and the zonal in-charge faculty orient school heads and the guide teachers during school visits, fostering collaboration and discussion on the students' progress. Observations cover various aspects including lesson plans, teaching materials, and classroom teaching methods.

Mentorship and guidance during internship

Mentorship and guidance are integral components of the internship program at the college. The guide teachers, zonal faculty in-charge, and pedagogy faculty act as mentors for students. They constantly observe, provide feedback, and guide students throughout the internship period. Regular meetings and interactions ensure that students receive comprehensive support. Responsibilities such as checking attendance, evaluating lesson plans, and offering suggestions for improvement are key aspects of the mentorship process.

The students observe the classes of their peers and teachers from the institution and record them in their observation record. The students are constantly guided and receive necessary feedback that helps improve themselves.

Monitoring of attendance on a regular basis

The attendance of students is closely monitored by the school teachers, including the Principal or head of the institution. Additionally, the faculty from the college check and verify the attendance records during their school visits. Regular sign-offs by school authorities ensure the accuracy and reliability of

attendance records, maintaining transparency and accountability.

Loyola College of Education's effective monitoring mechanisms during the internship period involve a multi-layered approach including structured allocation processes, active involvement of the school Principals, continuous observation by the guide teachers and the pedagogy faculty, mentorship, peer observations and regular attendance checks. This comprehensive system ensures optimal impact and meaningful learning experiences for students during their internship.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**

3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 85.29

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 86.21

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 15

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 8.33

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 158.36

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Loyola College of Education recognizes the crucial need of professional development in empowering teachers to stay abreast of evolving trends and deliver effective knowledge to their students. By identifying areas aligned with modern technology and contemporary educational dynamics, the college implements various initiatives to motivate and encourage the faculty to continuously update their skills and knowledge.

I. In-House Initiatives:

a) Faculty Development Programs (FDP): Organized regularly by the IQAC, these programs feature experts leading discussions on diverse topics like data analysis with SPSS, personality development, ICT skills, research methodologies, the New Education Policy, and hands-on training in recent technologies.

b) Workshops, Seminars, Webinars, Conferences, and Training Programs: During the COVID-19 pandemic, the faculty actively participated in online events organized by other colleges to expand their knowledge base. Additionally, they regularly engage in local, national and international conferences to stay current with advancements in the field.

c) Journal Publication: The college strongly encourages the faculty to publish their research in scholarly journals. They are also provided platforms to share the essence of their publications and learning experiences with colleagues, fostering a culture of academic growth and knowledge exchange. Recently, an action research project conducted by the faculty and the students was successfully published, serving as an internal motivator for other teachers.

d) Higher Education: Support of the management to the faculty aspiration for higher education is one of the key priorities.

e) Integration of technology: Recognizing the power of technology in education, the college provides LCD projectors in all the classrooms and has established a dedicated studio for the faculty to create engaging e-content videos. This empowers them to integrate technology effectively into their teaching practices.

f) Self-Reflection: Participation in professional development activities facilitates self-assessment, experiential learning and the implementation of positive changes in teaching approaches. The faculty engage in annual self-reflections to evaluate their performance and identify areas for improvement, thereby continuously refining their teaching pedagogy.

II. Sharing expertise with colleagues and other institutions:

The faculty actively share their expertise by serving as resource persons, speakers, and chief guests at various academic events. They participate in academic WhatsApp groups and organize workshops on teaching-learning methodologies and the New Education Policy. These initiatives not only expand their professional networks but also contribute significantly to broader educational advancement.

Loyola College of Education demonstrates a profound commitment to fostering a culture of continuous learning and professional development among its faculty. By offering a comprehensive range of in-house initiatives and encouraging knowledge sharing with the wider educational community, the college empowers its teachers to adapt to the changing landscape of education and deliver the best possible learning experience for their students.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Loyola College of Education follows the Continuous Internal Evaluation (CIE) method, mainly on the basis of the following components for every course each year. The university has mandated that class tests, seminars, seminar and attendance have to be included as different facets of internal evaluation for 30 marks. The marks obtained by the students in the CIE process comprise 30% of their university grading. The evaluation scheme of the internal marks is conveyed by the respective faculty, to the

students at the start of each year. The internal assessment marks are then sent to the university for further processing. Immediate feedback after every assessment is given to the students after a thorough evaluation of their performance.

1. **Regular CIAs (Continuous Internal Assessment):** The CIAs are held a minimum of twice every year or semester to test the knowledge, understanding, and application of the concepts and ideas learned by the students in the previous months. The question papers for the same are set by the respective subject faculty.
2. Individual or group seminars are evaluated on the basis of presentation, content, communication, organization & integration. Every student gets an opportunity to present the seminar, which happens during the respective class hour.
3. The assignments are given to the students in order to enhance their deductive and inductive reasoning on the topic given. It is assessed and graded on the basis of clarity, consistency and the sense of hierarchy presented in his or her work.
4. **Class Tests:** Class tests are held as per the convenience of the faculty and the students during their respective class hours. The faculty can decide on the portions and the time for the class test. This helps the students learn and retain the concepts for a longer period of time.
5. **Micro Teaching and Link Lessons:** Micro Teaching and Link Lessons are teacher training techniques practiced worldwide, providing the students with an opportunity to perk up or enhance their teaching skills by improving the various simple components provided under each teaching skill. With proven success among novices and seniors, microteaching helps to promote real-time teaching experiences.
6. **Project Work:** A good project work challenges the students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for a successful teaching career in the 21st century. Usually, the project work is done in groups and it is evaluated on the grounds of content knowledge, collaboration and teamwork and integration of technology.
7. **Online Quizzes and Assessment Tools:** Utilizing online platforms and tools for quizzes, polls, and surveys, the faculty makes the assessment process more interactive, fun, consistent, and efficient.
8. **Peer Evaluation:** In group projects and other activities such as microteaching, seminars, discussions and debates, students assess the contributions of their peers, providing insights into teamwork and collaboration skills.
9. **Practical Exams:** The teaching ability and subject knowledge of the students are assessed through teaching aptitude, teaching practice and the final practical exam. This acts as the summative exam to evaluate the students' growth as teachers.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Loyola College of Education is committed to providing a congenial atmosphere for learning and the personal growth of students. All the examinations are conducted in a fair and transparent manner without scope for any grievances from the students. Post internal examinations, the Principal checks and infers the results produced by every faculty member and the students are given back their evaluated answer scripts. Timely corrections are done by the faculty in the examination cell under the supervision of the coordinator. Students are permitted to assess their own performance and seek any clarifications. All queries are addressed at the appropriate level. The institution has a structured and distinct mechanism for students' grievance redressal.

There are four ways in which the students can express their grievances regarding the examination:

1. **Student Grievance Cell:** There is a separate committee to address the grievances of the students.

There is also a grievance box in the institution, where students can drop in their complaints. The box is checked every Friday by the committee member. With the help of the grievance cell, the following changes have been brought to the institution

i)Changes in the class schedule

ii)Online class arrangements

iii)Providing revision classes

1. **Mentoring Sessions:** The students share their thoughts with their respective mentors who can also take on such grievances. The mentor keeps track of all the conversations and happenings of the students allotted to them, in the book given to them for every student. The mentors track the progress of the student over the two years.
2. **Individual Consultation with the Secretary and the Principal:** The students can always express their grievances to the Secretary and the Principal freely, without any hesitation.
3. **Online Complaints:** The students are also encouraged to send their grievances online via the college website or by using WhatsApp, Gmail or even GCR.

Following is some of the other mechanisms taken to address the students' grievances:

1. **Student Satisfaction Survey:** IQAC conducts the student satisfaction survey every year. The Student Satisfaction Survey is a valuable tool to gather feedback and insights from students. Here, the students can specify their concerns regarding examinations and their administration.
2. **SWOC Analysis:** SWOC analysis is done at the end of the academic year for the students to get their feedback on the courses, teaching, infrastructure, examination and other aspects of the institution. SWOC analysis is also used to identify the strengths, weaknesses and shortcomings of the examination system and to make suggestions to improve it.
3. **Staff Performance Appraisal:** IQAC collects the staff performance appraisal at the end of every semester from the students. This ensures 360-degree feedback, thereby arriving at an open and objective communication of the problems the students have faced during the examinations or even earlier.

After receiving the complaints, the grievance cell deliberates the issues and will be taken to management if required. If a complaint regarding examination is received, the grievance cell sits with the Examination Committee to make necessary reforms as soon as possible or within the next seven days. The action taken and the rationale behind it will be presented to all the faculty and students of the institution.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Loyola College of Education follows meticulous procedure in planning, analyzing and implementing an Academic Calendar every year. The academic calendar Committee takes over the responsibility of creating and publishing the institutional academic calendar with great efficiency.

- **Synchronization with the University:** The academic calendar of the college is made in line with the academic calendar of TNTEU (Tamil Nadu Teachers Education University).
- **Synchronization with the Curriculum:** The institution carries out effective planning to stick to the planned and formatted academic calendar. This allows the teachers and the students to space out their teaching and learning process. By following the institutional calendar, the faculty handling pedagogy papers and education papers create their own internal calendars to ensure timely delivery of syllabus and other activities to meet the deadline for conducting the CIA or Model Examinations.
- **Standardized Evaluation Procedures:** In accordance with the examination dates given by the university, our institution fixes dates for internal evaluation (i.e. one internal assessment & a model examination) every academic year/semester. The Teaching Practical sessions (Micro Teaching & Mini Teaching) and the Teaching Practice (Macro Teaching) of the students are also planned prior to the commencement of every academic year. The students are given enough time before the examinations to prepare and practice the concepts.
- **Clear Communication:** In case of sudden change in the academic calendar, the university communicates the modifications to the respective colleges. It is mandatory to follow the academic calendar given by the affiliated university. The institution discloses the changes to all the students shortly via online and offline modes.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The B.Ed. programme consists of theory and practical courses as prescribed by the Tamil Nadu Teachers Education University. PLOs are framed by the institution to achieve the vision and mission of the institution. Choice based credit system provides students with space to select their own interested courses, apart from the regular compulsory courses. All the courses have specific separate CLOs which are cited on the university's website as well.

Meticulous planning is done from the first day of the academic year to achieve these PLOs and CLOs which include orientation for the first-year students. The second-year students undergo various professional training progarmmes like mock interviews and soft skill development classes.

Students undergo certificate courses and online courses which are guided by the faculty. These suggested online courses and conducted certificate courses are based on the programme learning outcome, so that their learning process aligns with the PLO. Individual instructions and care are given to all the students by their respective pedagogy faculty to enhance their teaching skill which aligns with the programme learning outcome. During the 16 weeks internship programme comprehensive appraisal for classroom teaching feedback form are collected by individual students from the head of the institution and from the guide teacher. Their feedback helps lot in refining their teaching skill and this process helps in aligning with course learning outcome.

Theory Assessments:

Continuous Internal Assessment and model examinations, conducted by the examination committee pave the way for the students to extend their knowledge of the content. This helps in achieving the course learning outcomes.

Role of the faculty:

The faculty helps in the fulfilment of PLOs and CLOs through their various assessment methods, which include discussions, class tests and continuous internal assessments.

Value Enhancing Activities:

Varieties of co-curricular and extracurricular activities are conducted regularly in the institution, which helps in achieving the PLOs. The college conducted all activities in online mode during the COVID pandemic period. Currently, few activities are still conducted online.

PLOs and CLOs play vital roles in achieving the mission and vision of the institution. Seminars, workshops, and special talks by experts are organized for students every year, which align with the programme learning outcome. The institution has made efforts to help students understand the importance of the philosophical, sociological, and psychological implications of education through various programmes.

Few are listed below:

Name of the Programme	Date
2018 – 2019	
Workshop on VITAL (Value Integrated Teaching and Learning)	11.03.2019

Interaction with students of Satya Nilayam	15.03.2019
Expanding the horizon of Education (Seminar)	22.07.2019
2019-2020	
Special visit to innovative school	14.02.2020
Special Talk on Memory Technique	24.02.2020
2020 -2021	
Competition essay writing –Online	13.10.2020
Special Workshop on facing Interview	17.04.2021
2021 – 2022	
Impact of Covid 19 on economy	09.04.2021
Workshop on Micro Teaching	31.05.2021 - 08.06.2021
Gender role in Mass Media	25.06.2021
2022-2023	
Content Enrichment Programme (Foundation Course)	10.10.2022 - 14.10.2022
Webinar – Insight into differently abled	18.10.2022
International Webinar – Work life Balance	17.02.2023
International webinar – Leadership in Education for 21st Century	12.05.2023

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 99.17

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
146	162	134	171	108

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Students undergo various evaluation systems and training programmes these tasks help in achieving course learning outcomes and programme learning outcomes. These activities are documented by the concerned committee. Students receive constructive feedback about their performance and areas for improvement from their respective pedagogy staff and those who handle the core papers.

Teaching Skill Activities:

A one-week Micro teaching training programme is conducted for first-year students at the beginning of the programme. The students are divided into small groups and all the skills are practiced by them with the help of the faculty, who do their work meticulously in order to achieve the targeted skill of the day. It is recorded by them as a 6-minute video so that they can self-evaluate themselves. These videos are kept in the library for future students' reference. Simultaneously, the second-year students undergo an 80-day internship programme in various schools as per the university norms, which improves their skills professionally. The needed skills in the teaching profession, like lesson plan writing and preparation of teaching aids, are guided to them and these are also recorded for the purpose of their self-evaluation.

The course learning outcomes framed by the university are successfully implemented, monitored and documented in a systematic way by the respective teachers. Their marks are recorded by the examination committee. Student-wise result analysis helps them to give special attention to the needed students in remedial teaching, which leads to achieving the course outcome completely.

Students are assigned with the topics for the seminar which are assigned by the faculty based on the individual level of students. Students present a seminar with a PowerPoint presentation to their peer group and their PPT slides are collected by their respective staff. Constructive feedback from the faculty helps them improve in their teaching quality. Seminars conducted by the student’s improved their cognitive abilities by getting feedback from the faculty. This process helps the students achieve the course learning outcomes.

Class tests, debates, quiz programmes, group discussions are conducted for the students by the teaching faculty, which plays a vital role in achieving the course learning outcome. Practical components like microteaching, miniteaching and teaching competency exams are conducted for the students in achieving programme learning outcomes. Entry and exit tests are conducted for each course by the respective faculty and the documentation proves that there is progress in their learning process.

Action research conducted by the student with the help of the faculty helps in achieving their programme learning outcome, which is also a part of the institution's vision. Action research done by the students during their internship enhances their professional attribute development. Students undergo studies at various levels of the teaching and learning process during their internship programme.

The mentoring system helps in achieving the programme learning outcome. Since the teaching faculties are the mentors, they also give career guidance and future scope for their profession's growth. This guidance from the mentor aligns with the vision of the college and contributes towards achieving the programme learning outcome.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 147

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Orientation Programme:

To identify the needs of the students and to facilitate them with the programme, first-year students undergo a two-day orientation programme. The initial assessment identifies the specific areas in which the student would need to concentrate more. This includes English communication skills; resume writing skills, career knowledge and approaches to competitive exams, practical skills like making teaching aids, different ways of teaching techniques.

A one-on-one interaction session is arranged for all the students with the Secretary and the Principal which provides space to identify their individual needs and the efforts that have been put in by the institution to solve their needs.

Need identifying techniques:

The entry test is conducted for the students to identify their areas of strength and weakness and also for each course of the programme during the content enrichment programme. Entry-level tests and interactions make faculty understand students who come from different background and they work towards their individual needs, especially those who come from different states of the country.

CIA and model exams are conducted for the students before the semester examination, which helps them identify areas of weakness for both students and faculty. The faculty also make efforts to identify the difficult parts of specific content in their courses by discussing the previous year's question paper with the students. From the continuous internal assessment, students who need more academic care are identified and given remedial classes, which have brought out improvements in their semester examinations.

Needs which are implemented:

Based on the feedback received from the student and the feedback from all mentors, the following skill development activities, such as leadership training, career guidance, and resume writing are planned and executed by the placement committee. These programmes are designed to cater to the identified needs of students. Multiple-choice questions are discussed in the classroom after their continuous internal assessment and model exams, which helps them in their semester examination.

Language enhancement:

An English proficiency test is conducted during the orientation programme for the first-year students and their levels are identified. This identification helps them improve the proficiency of their English communication skills in the course of their B.Ed. studies. Spoken English classes are conducted for the students help them in their placement session.

Mentoring:

The mentoring session encompasses individual interactions and discussions between the mentors and the students during which the academic progress is clearly discussed. The mentors identify the problems of the students through interactions. Suggestions from the mentors are taken into consideration by the various committees. For example, students requested study holidays between their CIAs through their mentors and this problem is taken into consideration by the examination committee. Continuous internal assessment tests are held on alternate days, which help in bringing out a better result among students in their model exam.

The identified needs of the students are simultaneously catered throughout the year with the help of the faculty and the institution. All these efforts bring out the best results in their semester examinations and in their career.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.09

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	5	3	5

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.92

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	7	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	3	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 31.3

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
176	0	0	134	173

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 97.54

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
296	315	307	305	282

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Loyola College of Education stands as an inspiration for holistic education, surpassing mere academic pursuits to instill in its students a profound sense of social responsibility and commitment to community

development.

Rural Immersion Camp

The cornerstone of the college's outreach efforts lies in its dedication to fostering empathy and understanding among its students regarding the challenges faced by the marginalized communities.

The Rural Immersion Camp organized by the Camp Committee exemplifies the college's commitment to community engagement. Students have first-hand experience by relating to the downtrodden communities around Tindivanam -JESIM, Kilpennathur-AHAL, Vettavalam in Thiruvannamalai District and JMS – Thirupachur in Thiruvallur District become agents of positive change. They actively participate in activities such as cleaning hamlets and schools, organizing cultural programs, and imparting fundamental values of life to the younger generation. This hands-on experience not only contributes to the betterment of these communities but also cultivates leadership, teamwork, and communication skills among the students.

Response to disasters: Contribution at the time of Gaja Cyclone, Kerala Floods and Vedaranyam

At times of natural disasters, the college doesn't merely extend financial support but demonstrates a collective spirit of compassion. The contribution of Rs. 40,000/- and materials towards the Kerala flood relief fund and Rs. 30,000/- towards the Gaja Cyclone relief fund underscores the dedication of the college to supporting those in distress. The students of Loyola College of Education, along with the outreach department of Loyola Arts and Science College, participated in relief efforts from 30th November 2018 to 7th December 2018. On 30th November 2018, the students were dispatched to Vedaranyam with relief materials valued at Rs. 10 lakhs. They visited various villages, including Topputhurai, Vellaigate, Sidambarampannai, and Kuravapulam, where they engaged in clearing fallen trees from roadsides. Their dedication and contribution to this endeavor go beyond words. Their first-hand experiences highlight the profound impact of the natural disasters, teaching them resilience, community spirit, and the importance of having organized relief efforts. Upon returning, they shared their profound experiences with their peers.

Empowering Learners, Bridging Communities-Tutoring Programme organized by Women's Cell

The Women's Cell in the college, through its tutoring initiative at the neighbouring St. Joseph's High School in Soosaipuram, exemplifies the institution's commitment to empowering learners and bridging communities. The students don't merely impart academic knowledge rather they become mentors, guiding the younger generation towards their academic goals and nurturing their talents.

YRC and RRC shape future teachers

The initiatives of the Youth Red Cross (YRC) and the Red Ribbon Club (RRC) initiatives in the college extend the spirit of service beyond campus walls. These dynamic groups engage students in vital experiences that go beyond textbook learning. Blood donation drives, interactions with the transpersons, sessions on organ and eye donation and AIDS awareness programs provide the students with a holistic understanding of societal issues.

The outreach initiatives of the college form a tapestry of interconnected experiences that go beyond the traditional boundaries of education. By actively involving students in addressing real-world

challenges, the institution not only shapes socially conscious individuals but also prepares them to be lifelong learners and advocates for positive change.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0.6

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 3

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Response:

Overview of the campus infrastructure

LCE adheres to the standards set by the National Council for Teacher Education (NCTE) to ensure impeccable infrastructural facilities for teaching and learning. The campus spans 1 acre and 20 cents and is built up with a ground plus 3 floors, totaling 36,746 square feet.

Ground Floor Facilities: The ground floor houses the essential facilities including offices, administrative spaces, visitor's room, separate staff rooms for male and female faculty, a health room and sports cum music room. It also features English classrooms and restrooms for male and female students.

First Floor Amenities: Ascending to the first floor, occupants find a spacious air-conditioned auditorium cum multipurpose hall, a well-furnished digitalized library, Computer Science classroom, Computer cum Language laboratory, Tamil and Commerce classrooms and restrooms catering to both male and female students.

Second Floor Facilities: The second-floor hosts subject-specific classrooms, labs like the History classroom, Biological Science classroom cum Lab, Physical Science Classroom cum Lab, Mathematics classroom cum Lab and Psychology Lab. Additionally, there are SMART classrooms, E-content studio, an ICT Resource Centre cum Seminar Hall and additional classrooms with separate restrooms for girls and boys. The second floor also consists of cabins for IQAC, the placement cell and the mentoring committee.

Third Floor Faciltites: On the third floor, there are classrooms T1 to T6, along with an Art & Craft resource center (T7), Girls Common Room (T8), a Boys Common Room (T9) and an examination cell (T10).

Playgrounds and Communal Spaces: Playgrounds, covering an area of 12,29,900 sq. ft, serve as communal spaces for various educational units, fostering a collaborative atmosphere.

Teaching-Learning Facilities: The teaching-learning facilities are technologically advanced gadgets which include desktop computers, LCD projectors, screens, and internet connections in all classrooms and multipurpose halls. A SMART campus network ensures continuous internet access, and a computer lab with 49 computers focuses on ICT skill training.

Digital Library and Resource Access: The digital library, equipped with 18 systems, facilitates access to digital resources. A photocopier is available for the faculty and the students for document reproduction.

Event and Seminar Spaces: Versatile spaces like the air-conditioned Arrupe auditorium cum multipurpose hall and a separate seminar hall are designated for events, workshops, conferences, seminars, creative assemblies, graduation day and various other functions.

E-content studio and Editing Unit: The E-content studio is instrumental in creating diverse digital content, including video and audio lectures. The editing Unit refines and perfects electronic content, ensuring high-quality resources.

Specialized Rooms for Art and Music: Dedicated rooms for music and art and craft enrich the creative aspects of education, providing storage for musical instruments and materials related to socially useful productive works.

Sports and Fitness Facilities: A well-equipped sports and games room, expansive grounds for outdoor activities, and a gym contribute to the physical well-being and fitness of the students.

Health Room: The health room is equipped to provide first aid and addresses common physical ailments.

Safety Measures: Stringent safety measures including comprehensive fire hazard protection, CCTV security and power backup through UPS and generators further ensure a secure and conducive learning environment.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

4.1.2.1 **Number of classrooms and seminar hall(s) with ICT facilities**

Response: 17

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 17

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 40.45

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.84	101.05	4.93	102.68	1.55

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Response:

Autolib is a comprehensive library management software utilized by Loyola College of Education, seamlessly integrating three essential systems: ADMIN, OPAC and E-GATE.

ADMIN, the administrative module, empowers the college librarian with both fundamental and advanced capabilities. It oversees critical functions related to material acquisition, including ordering,

receiving, payment, budget control and comprehensive reports and analysis.

The catalog module provides detailed information about books and their locations within the library. Resource ranking enables users to identify the most frequently used books, while the history feature tracks accessed resources. Subject- and department-wise resource purchases over a specific period are easily accessible along with a gift register showcasing donated books.

The Serials module simplifies serials management, covering subscription handling, issue arrival schedules, check-ins, non-receipt tracking, reminders, back volume management and detailed reports and analysis.

The member module facilitates the addition of library members and the identification of the most frequent users. Reports on member history, issued book and unutilized resources are generated. Additionally, it allows for the generation of no-due certificates based on membership, groups and departments.

The circulation module manages all circulation-related activities, including membership, issuing, returning, renewing, reservations, overdue charges, fines and comprehensive reports and analysis. The system maintains a due list for students (one week) and teachers (one month) with a fine of 1 rupee per day per book per member.

The Master module enables the entry of resources into the library management system, capturing details such as author, publisher, subject, supplier and location.

The Administration module oversees user management, system audits, backup procedures and temporary lock functionalities.

E-GATE maintains attendance registers for different categories and provides summaries of month-wise and date-wise visitors. Reports on frequent visitors and extended stays can be easily retrieved. Gate entry allows users to view visitors on specific dates and during particular periods.

OPAC allows users to search for books using keywords, fields, and languages. Search results display book details, including the author, title, publication and publication year. Registered members can access OPAC using E-GATE for entry.

The Online Public Access Catalog (OPAC) is designed to facilitate easy access to library resources for the students and the faculty. It assists users in quickly locating books on the shelves that they may not have difficulty in identifying. The software streamlines the search process and provides information about book availability.

Every day, approximately 50% of the students and the faculty utilize the software to update their knowledge on available resources. The administrator, holding master control, oversees the Autolib software where bibliographic details are entered.

As of now, the ADMIN manages a total of 10,888 books and 20 journals, including 18 national and 2 international journals, along with 6 magazines. The system offers various services such as a question bank, newspaper clippings, e-mail service, book bank service and photocopy service. These services are accessible in both hard and soft formats.

The Autolib software, under the full control of the ADMIN, plays a pivotal role in maintaining the library's resources and ensuring a seamless experience for users in searching, accessing and updating their knowledge.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Response:

Loyola College of Education has established a dedicated website that serves as a digital hub for both the faculty and the students each equipped with their own distinct login credentials, enabling remote access to a wealth of educational resources. This portal also provides a gateway to the Online Public Access Catalog (OPAC), allowing users to track their library circulation. Furthermore, in collaboration with Loyola College's central library, LCE has orchestrated a seamless system of remote access, ensuring a smooth flow of information.

One of the key highlights of this digital ecosystem is the extensive array of digital databases that students and teachers can avail themselves of. These databases grant the students access to a trove of online resources, broadening their horizons and enriching their academic pursuits. These databases include:

1. : A comprehensive research platform, EBSCO opens the door to over 6,000 journals and a staggering 110,000 e-books. Access to this invaluable resource is granted through registered email IDs and secure passwords, ensuring that the students can dive into a world of knowledge tailored to their needs.
2. This platform mirrors EBSCO's comprehensive approach but focuses specifically on management-related resources. It provides a specialized avenue for the students and the faculty seeking information in this domain.
3. A global digital newsstand, Magzter offers access to over 3,000 diverse magazines in various languages. This wide array of periodicals ensures that the students have a varied and engaging source of information at their fingertips.
4. **DOAJ (Directory of Open Access Journals):** DOAJ serves as a comprehensive index of open access journals from around the world. It opens the door to an extensive collection of research journals and articles, covering a wide spectrum of topics. This resource facilitates the students access to a world of knowledge, promoting a holistic approach to learning.
5. **National Digital Library of India**: This resource is an invaluable repository of knowledge, encompassing a diverse range of concepts. It holds particular relevance for the aspiring faculty,

providing them with a vast knowledge base that can significantly enrich their understanding of various subjects and pedagogical techniques.

6. **N-LIST:** The teaching faculty at Loyola College of Education utilizes N-LIST resources, accessed through Loyola College. The annual renewal for N-LIST is carried out through the Loyola College library.

Access to these databases is made remarkably convenient for the students, who can effortlessly log in and explore this wealth of information using their unique login details.

During library hours and at home, the students and the faculty actively utilize remote access through a designated website link. This access facilitates their engagement with a diverse array of course-related materials, including books, journals, e-books, e-journals, and e-magazines. On a daily basis, approximately 20 students and 5 faculty leverage remote access thereby enhancing their academic knowledge and staying abreast of relevant information. Furthermore, they have the opportunity to explore government websites, NGOs, video lectures, the Tamil Virtual Library and other online resources.

The commitment of the college in providing an extensive digital library and research platform is a testament to its dedication to fostering a dynamic and enriched learning environment. This initiative equips both the students and the faculty with the tools they need to excel academically, ensuring unfettered access to a world of knowledge, research and information.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.54

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.58	0.28	0.52	0.62	0.70

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5

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

Response: 10.82

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 396

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 354

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 577

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 704

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 1398

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

The institution seamlessly integrates technology for personalized and inclusive instruction, addressing the unique needs of the students. The faculty effectively utilize ICT to acquire, demonstrate, and communicate information, supported by well-equipped facilities for both the faculty and the students.

Available ICT Resources:

ICT Resource	Total Numbers
Multimedia projectors	25
PA system comprising speakers, microphones, amplifiers, and mixers	01
Laptops	05
Desktops	100
Digital camera	01
Video camera	01
Photocopier	02
Printers	07
CCTV set up	G+3
UPS	02
Web Cameras	04
WebEx Platform	01
Interactive White Boards	04

ICT tools empower the faculty and the students to integrate digital methods into teaching. Campus-wide high-speed Wi-Fi ensures seamless ICT tool integration for enhanced learning experiences.

Classrooms and Multipurpose Hall with Wi-Fi Facilities

The institution features classrooms and a multipurpose hall equipped with Wi-Fi facilities. Specifically designed for pedagogy classes, these classrooms are furnished with projectors and desktops, each dedicated to subjects such as English, Tamil, Mathematics, Physical Science, Computer Science, Biological Science, History and Commerce. Other classrooms and the hall are also equipped with desktops, projectors, and Wi-Fi connectivity.

Moreover, the institution boasts of an air-conditioned auditorium/multipurpose hall complete with a desktop, projector, public address system and high-speed internet, accommodating up to 300 individuals. These ICT resources create an ideal environment for effective learning experiences.

Computer Science Lab and Library with Wi-Fi Facility

The Computer Science Lab and Library are equipped with advanced facilities. The Computer Science lab features 49 desktops with Intel Core i3 configurations and internet access. Additionally, the digital library is furnished with 18 desktops with high configurations and internet connectivity. The traditional library also provides internet access.

E-content studio and editing unit with Wi-Fi Facility

The E-content studio set up for interior design incurred a cost of Rs.5,05,737 on March 27, 2023. The studio includes 2 units of Studio Leksa LED Eng Maxi Light 60W with Tripod, 1 unit of Leksa Spot Light 30W with Clamp and a camera. The editing unit, established on March 23, 2023, at a cost of Rs.2,07,208, is furnished with an HP Z2 G9 Tower Workstation PC (6E7S2PA) and an HP 23.8" P24VG5 FHD Monitor (64W18AA), both featuring Wi-Fi facilities. The E-content studio is specifically designed to facilitate the development of E-content by the students and the faculty to enhance their teaching. Additionally, the editing unit is dedicated to the editing of E-content videos.

Implementation of Domain Registration and G-Suite

On July 27, 2021, LCE registered a new domain, www.lcechennai.edu.in, replacing the institution's former domain, www.loyolacollegeofeducation.in. Furthermore, LCE implemented G-Suite to furnish institutional email IDs for both teaching and non-teaching staff, as well as first- and second-year students.

Wi-Fi connectivity and speed

On May 11, 2022, the institution significantly improved its ICT facilities, particularly upgrading the SMART Campus network with a total of 33 wireless access points distributed across different floors. The network, comprising centralized Wi-Fi infrastructure and a high-speed 100 Mbps broadband connection, ensures seamless internet connectivity. The students receive a daily 2GB allocation whereas the faculty and non-teaching staff enjoy unrestricted access. Both the students and the faculty effortlessly connect their mobile devices and laptops to the Wi-Fi, automatically gaining access to the college premises.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.98

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 6.42

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.11	4.64	5.42	6.65	5.69

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Response:

The institution has implemented meticulous systems and procedures to efficiently manage and utilize its infrastructure assets, ensuring a conducive learning environment for the students. Here are the specific protocols for various facilities:

Physical Infrastructure Maintenance Policy: The institution adopts a proactive approach to physical infrastructure maintenance, integrating routine civil, plumbing and electrical processes. An annual stock verification ensures accurate inventory records with a specific focus on the regular maintenance of CCTV and biometric systems.

Physical Infrastructure Maintenance Procedure: Authorized vendors take charge of maintenance tasks for pipelines, electrical equipment, air conditioners, CCTV and biometric devices. Simultaneously, the faculty and the administrative staff are assigned responsibilities for preventive management, fostering a collaborative effort to ensure the longevity of infrastructure.

Classroom Maintenance Procedure:

All the classrooms are well maintained by the maintenance staff. The classrooms are located on a plastic-free, eco-friendly campus.

Library Maintenance Procedure: The library is open from 8.30 a.m. to 4.30 p.m. The librarian of the college takes care of the development, use, and maintenance of library resources. Library automation helps to keep track of the cataloging of resources, the circulation of resources and the visits of users. The library software is updated whenever needed.

ICT Infrastructure Maintenance Policy: The institution provides extensive ICT support, with the computer lab accessible from 9 a.m. to 4:30 p.m. Monthly maintenance includes antivirus updates, ensuring the security and functionality of laptops and systems. Around-the-clock free Internet and Wi-Fi access are available for both the faculty, non-teaching staff and the students.

ICT Infrastructure Maintenance Procedure: A designated staff member performs regular maintenance on computers and accessories. Monthly identification and rectification of system faults,

coupled with notifying the Secretary of new requirements or replacements, contribute to seamless ICT infrastructure management. Technical staff handle antivirus and software installations.

Annual Maintenance Contracts (AMCs): The institution ensures consistent maintenance of critical facilities, including Genset, UPS, Photocopier, Lift and CCTV through robust annual maintenance contracts.

Laboratory Maintenance Policy: Regular maintenance of lab equipment is prioritized, complemented by annual stocktaking and the faculty are equipped with the necessary training to handle laboratory equipment effectively.

Sports Infrastructure Maintenance Policy: The sports infrastructure is accessible during specified hours on working days. Annual maintenance of sports equipment stock ensures the safety and functionality of sports facilities.

Sports Infrastructure Maintenance Procedure: Regular weeding and leveling activities contribute to track maintenance. An annual verification process ensures the accuracy of the sports equipment stock register.

Overall Facility Management Policies: The institution upholds comprehensive policies covering various aspects, including admission, recruitment, incentives, physical infrastructure maintenance, library maintenance, laboratory maintenance, sports facility maintenance, green initiatives, energy management, and waste management.

Well-maintained inventory audit reports play a pivotal role in continually enhancing the overall quality of facilities.

Leveraging physical, academic and support facilities is crucial for an optimal learning environment. Well-equipped laboratories, extensive libraries, sports facilities, computers and classrooms contribute to a holistic educational experience. Maximizing these spaces requires strategic planning, integrating modern technologies and promoting interactive teaching methods. Loyola College of Education can create dynamic learning environments by utilizing these resources, addressing diverse educational needs, and enriching the overall educational journey of its students.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: D. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 35.92

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
85	93	64	13	4

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 46.58

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 68

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 1.25

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	2

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The proactive role of the student council in the functioning of Loyola College of Education

The student council in the college serves as a dynamic platform, actively engaging in the institutional functioning and working tirelessly for the welfare of both the students and the management. The elected representatives, guided by established rules and regulations, form an integral part of this council, embodying a bridge between the student body and the administration.

1. Bridging the Gap: The student council acts as a crucial intermediary, fostering effective communication between the students and the management. Regular meetings between the Principal, coordinator of the student council, the members, and the other students facilitate the exchange of concerns, interests and suggestions. This open dialogue ensures that the administration is well-informed and responsive to the needs of the student community.

2. Organizing Curricular, Co-curricular and Extracurricular Activities: Recognizing the importance of nurturing 21st century skills and talents, the council takes charge of organizing a plethora of curricular co-curricular **and extracurricular** activities. These include intramural sports, cultural competitions, and significant celebrations such as Diwali, Christmas, Pongal, Teacher's Day ,Women's Day and College Day. By providing equal opportunities to all students, the council ensures a holistic representation of skills and talents.

3. Representation in Committees: The council members actively participate in various committees, including IQAC, the planning and evaluation committee, the students' welfare committee, the placement cell and the women's cell. This involvement ensures that student perspectives are considered in decision-making processes, creating a more inclusive and student-centric institutional environment.

4. Coordination of Clubs and Committees: Serving as an umbrella body for all clubs and committees on campus, the student council facilitates their smooth functioning. It provides support and guidance to ensure that various events, activities, and interactions align with the cultural norms and traditions of the institution. This coordination enhances the overall experience of the students on campus.

5. Leadership Development: The student council serves as a platform for students to develop leadership skills, attitudes, and personalities. By engaging in proactive thinking, planning, and cooperative actions, the council members set an example for the entire student community. This proactive approach contributes to the holistic development of students, preparing them for future leadership roles.

6. Institutional Responsibility: The student council takes on the responsibility of ensuring that all activities on campus align with the institution's brand image. It actively works towards creating comfortable and enriching experiences for the students. Through a sense of responsibility, the council strives to uphold the values and cultural norms that define the institution.

7. Student Participation in Decision-Making: Encouraging the active participation of the student representatives in academic and administrative committees, the institution values the student opinions and suggestions of the council members. This collaborative approach ensures that students have a voice in shaping their academic environment, fostering a sense of ownership and community welfare.

The student council of Loyola College of Education emerges as a driving force in the institutional framework, contributing significantly to student welfare and fostering a positive campus environment. Through effective communication, organizational prowess, leadership development and representation in

decision-making processes, the student council plays a proactive role in shaping the institutional landscape. It stands as a testament to the institution's commitment to holistic education and student-centric policies.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 48

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
61	60	0	60	59

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Impactful Role of Loyola College of Education's Alumni Association

The Alumni Association of Loyola College of Education stands as a dynamic and effective bridge between the institution's management and its esteemed graduates. With a primary goal of serving the collective interests of the management, the faculty and the alumni, the association has evolved into a vibrant force fostering communication, collaboration and social responsibility.

Communication Channels and Engagement: The alumni maintain active communication with the institution through various platforms such as WhatsApp, email, Facebook and Instagram. This connectivity paves the way for their active involvement in campus placement activities organized by the placement cell. The association ensures that alumni from diverse batches are not only invited but encouraged to fully utilize these opportunities.

Academic and Cultural Contributions: Successful alumni are recognized for their expertise, contributing to the academic and cultural vibrancy of the institution. They serve as guest lecturers and judges in cultural programs and sports competitions, infusing their experiences and insights into the current student body. Additionally, the alumni are invited to preside over various programs, including mock interviews, academic & administrative audit and IQAC initiatives, demonstrating their continued commitment to the institution's holistic growth.

Empowering Future Generations: The alumni association actively engages in empowering the current students by organizing demo classes this offering them practical insights into modern school teaching. Specialized seminars such as the one-day session on "Preamble and Fundamental Rights of the Indian Constitution," contribute to a broader understanding of crucial societal issues.

Charitable Initiatives and Social Responsibility: Driven by a commitment to social responsibility, the alumni association undertakes several charitable initiatives. This includes selecting economically weaker students for special Christmas gifts, organizing sales of jute products crafted by differently-abled students from MITHRA, and contributing funds to institutions like the AHAL and donating to the Tamil Nadu Chief Minister’s Corona Relief Fund during challenging times like the pandemic.

Financial Support for Medical Emergencies: The alumni association extends financial support to students facing medical emergencies, exemplified by contributions towards their needs during times of necessity. Such acts of kindness underscore the association's commitment to the well-being of the college community.

Annual Good Samaritan charity work: A heartening tradition of the college is the annual Good Samaritan charity work, where the alumni, along with the current students, the faculty, and the management, distribute essential items like groceries, toiletries, blankets, and stationery to the needy. These items are collected and distributed to various homes including the Old Age Home at Chetpet; Little Flower School for the Deaf and Dumb; St. Joseph's School in Soosaipuram; Parisutha Narkarunai Illam (Orphanage) in Avadi, and a leprosy home in Chengalpattu, in the week preceding Christmas.

Active Participation in Institutional Development: The alumni association doesn't merely exist in isolation; it actively engages with the ongoing changes within the institution. Regular updates via WhatsApp groups keep the alumni informed about the management decisions and their valuable

feedback is sought on key matters. This inclusive approach ensures that the collective wisdom of the alumni community contributes to the institution's growth and development.

In essence, the Alumni Association of Loyola College of Education exemplifies a commitment to serve not only the interests of the institution but also the broader community at large. Through effective communication, engagement, and social involvement, the association creates a lasting impact, embodying the vision, mission, and objectives of Loyola College of Education.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 14

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	3	3

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The Role of the Alumni Association in Nurturing Special Skills

The Alumni Association of Loyola College of Education is a non-registered association but plays a pivotal role in providing a robust support system to the institution, particularly in motivating the students and fostering and advancing any special talents they may possess. This dynamic engagement is facilitated through various mechanisms that not only connect the alumni with their alma mater but also contribute significantly to the overall development of the current student body.

1. **Campus Placement Support:** The Alumni Association actively participates in campus placement activities, serving as recruiters or participants. This involvement goes beyond job placement, as alumni, informed through dedicated WhatsApp groups, share insights about job opportunities and government examinations. By leveraging their professional networks, the alumni create a pathway for the current students to explore diverse career options.
2. **Judges and Resource Persons:** The alumni, possessing expertise in various fields, are invited to serve as judges in cultural programs and to preside over different events within the institution. Their role extends beyond evaluation, as they provide valuable feedback to participants, nurturing and refining their talents. Additionally, successful alumni are invited to deliver lectures, sharing their experiences and insights with the current student community.
3. **Motivational Encouragement:** The Alumni Association serves as a source of motivation and encouragement for the current students. Through their participation in cultural events and engagements, alumni inspire the students to develop and showcase their talents. This motivational support creates a positive environment, fostering a culture of self-development and excellence within the student community.
4. **Collaborative Charitable Initiatives:** During Christmas and other charitable initiatives, the Alumni Association collaborates with the current batch of students to contribute to various charitable organizations. This collaborative effort reinforces a sense of social responsibility and instills the importance of giving back to society. Through such initiatives, the alumni actively

contribute to the welfare of the underprivileged and reinforce the values instilled by their alma mater.

5. **Disaster Relief Contributions:** In times of natural disasters, the Alumni Association stands in solidarity with the institute and the community. The alumni contribute to relief funds, offering support during events such as the Kerala floods, Tamil Nadu floods and famines. Their contributions extend to global humanitarian efforts, such as aiding the children of Syria. These acts of generosity and compassion showcase the Alumni Association's commitment to making a positive impact beyond the immediate college community.
6. **Spirit of Charity and Giving Back:** The Alumni Association, by engaging in charitable acts, imparts a spirit of charity. Beyond professional success, the association emphasizes the importance of social responsibility and encourages a lifelong commitment to caring for others. This ethos aligns with the values instilled during their time at Loyola College of Education.

The Alumni Association of Loyola College of Education acts as a multifaceted support system, fostering an environment where talents are not only recognized but nurtured and advanced. The association serves as a living testament to the enduring values of Loyola College of Education and the transformative power of education.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Loyola College of Education, in its governance structure, epitomizes effective leadership and a participatory mechanism that seamlessly aligns with its visionary and mission-driven ethos. The institution's visionary commitment to the "holistic formation of human engineers with techno-pedagogical skills to develop a humane society" serves as the guiding light for its multifaceted governance model.

Vision

The vision of the college encapsulates a holistic approach to education, aiming to shape the individuals into human engineers equipped with both technological and pedagogical skills. This vision goes beyond conventional boundaries, emphasizing the nurturing of a humane society. It underscores the institution's dedication to producing graduates who not only excel in their technical and pedagogical capacities but also possess a deep understanding of humanity and societal needs.

Mission

Forming Creative, Compassionate, Competent, Conscientious and Committed Teachers: The mission of the college centers on the cultivation of educators with a multifaceted skill set. The institution seeks to produce teachers who are not only technically proficient but also embody qualities such as creativity, compassion, competence, conscientiousness and commitment.

Training Responsible Socially Committed Teachers: The mission extends to the training and formation of students who are socially committed and cognizant of their roles in society. The college emphasizes the promotion of fundamental rights and duties, along with the values of liberty, equality and fraternity.

Nature of Governance: The governance structure of the college is characterized by transparency, accountability, and a strong commitment to the institution's vision and mission. The leadership, comprising the administrators, the faculty and the non-teaching staff, is dedicated to upholding the highest standards in education and ensuring the overall development of the students.

Perspective Plans: The college's perspective plans are strategic roadmaps that outline specific goals and initiatives to realize its vision. These plans encompass academic excellence, research and innovation, infrastructure development, community outreach, and faculty development. The perspective plans are periodically reviewed and updated to ensure relevance and alignment with the evolving needs of the

education sector and society at large.

Participation of Stakeholders: The college recognizes the importance of involving all stakeholders in decision-making processes. The institution has established various decision-making bodies, the academic and the administrative committees in which the faculty, the students, and the non-teaching staff actively participate. This participatory approach ensures diverse perspectives and ideas contribute to the shaping of policies and practices.

Faculty's Involvement: The faculty play a crucial role in the governance of the institution. They are actively involved in curriculum planning and implementing, assessment strategies and the other academic matters. Their expertise and experience contribute to the overall academic quality and relevance of the programs offered.

Students' Involvement: The students are encouraged to participate in decision-making processes through student council and representation in various committees. This fosters a sense of ownership and responsibility among the student body, nurturing future leaders who are not only academically proficient but also actively engaged in the well-being of the college.

Non-teaching Staff Participation: The non-teaching staff are valued contributors to the governance structure. Their input in matters related to administration, infrastructure, and support services ensures the smooth functioning of the college.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Loyola College of Education has adopted a robust approach to governance by embracing decentralization and participative management, fostering a collaborative and inclusive environment. This institutional framework empowers various stakeholders, including the faculty, the students, and the non-teaching staff in decision-making processes and overall management.

Decentralization: Empowering Expertise at Lower Levels

Decentralization at the college involves the deliberate distribution of decision-making authority to lower levels of the organization. Unlike relying solely on top-down directives, this approach empowers the faculty and the non-teaching staff to make decisions within their areas of expertise. The emphasis is on ensuring that decisions are arrived at by the knowledge and experience of those directly involved, leading to more effective outcomes.

Participative Management: Involvement of all

Participative management is a cornerstone element in the college, involving the active engagement of the faculty, the non-teaching staff and the students in decision-making processes. Recognizing the value of diverse perspectives, the college actively seeks input from all stakeholders. This inclusive approach fosters a culture of collaboration, innovation, and shared responsibility.

Regular Staff Meetings: Platforms for Open Dialogue

One of the primary avenues for practicing participative management is through regular staff meetings for the faculty and the non-teaching staff with the Secretary and the Principal. These meetings serve as platforms for open dialogue and discussion, creating spaces where ideas, concerns and suggestions are freely shared. Encouraging each member of the college community to contribute their insights facilitates a collaborative decision-making process.

Transparency: Fostering Trust and Accountability

Transparency is a guiding principle at the college, ensuring that information regarding college policies, procedures and decisions is readily accessible to all stakeholders. This commitment to openness enables individuals to understand the rationale behind decisions, fostering a sense of trust and accountability. Clear communication contributes to a shared understanding of the college's direction.

Committees: Harnessing Specialized Knowledge

To address specific issues or organize events, Loyola College of Education actively encourages the formation of committees. Comprising the Principal as the chairperson, the faculty, the non-teaching staff and the student representatives work collaboratively to develop recommendations and solutions.

Professional Development: Strengthening Competencies

The emphasis on professional development and continuous learning is a key component of the college's approach. Faculty and staff are actively encouraged to engage in ongoing training and workshops to enhance their skills and knowledge. This commitment to professional growth further reinforces the effectiveness of decentralization and participative management practices by ensuring that individuals possess the necessary competencies to make informed decisions.

Cultivating Collaboration and Innovation

The operational framework of the college is characterized by the integration of decentralization and participative management. Through the distribution of decision-making authority, inclusive decision-making processes, transparent communication, committee involvement and a commitment to professional development, the college creates an environment that empowers its faculty, the non-teaching staff and the students to actively contribute to the institution's growth and success. This holistic approach cultivates a collaborative and innovative culture within the college community.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Loyola College of Education places a strong emphasis on transparency across its diverse functions, ensuring openness, accountability and trust within its community. The college has implemented a range of initiatives to maintain transparency in its financial, academic, administrative and other operations.

Financial Transparency

The college demonstrates financial transparency through various measures:

1. **Annual Financial Reports:** The college generates detailed annual financial reports that comprehensively outline its financial status, including income, expenditures, and budget allocations.

2. **Budgetary Transparency:** Transparent budgeting processes are a priority at the college. The institution maintains clearly defined budgets, breaking down financial allocations for different areas such as academic programs, research initiatives, infrastructure development, and other operational expenses.

3. **Audited Financial Statements:** Regular external audits are conducted to ensure accuracy and compliance with financial regulations.

Academic Transparency

The college ensures transparency in its academic operations through several initiatives, including

1. B.Ed. Programme Information and Syllabi: The college provides detailed information about its academic programs including comprehensive course descriptions, curriculum outlines, and syllabi. This

information is readily available for students, enabling them to make informed decisions about their academic pursuits.

2. **Assessment Procedures:** The college maintains clear, transparent and assessment procedures. Students are provided with information on the criteria used to evaluate their academic performance, ensuring fairness and equity in the assessment process.

3. **Faculty Qualifications and Profiles:** The college shares detailed information about the qualifications and profiles of the Principal, the faculty and the non-teaching staff on the website. This transparency reinforces the academic credentials of the faculty, instilling confidence in students and stakeholders about the quality of education provided.

Administrative Transparency

Efforts to ensure administrative transparency include

1. **Policies and Procedures Manual:** The college has a comprehensive policies and procedures manual that serves as a reference guide for all the administrative processes. This manual is accessible to all members of the college community, ensuring clarity on the administrative regulations.

2. **Communication of Decision-Making Processes:** Transparent decision-making processes are a priority in administrative functions. The college communicates decisions related to resource allocation, infrastructure development and other administrative initiatives to ensure that stakeholders are informed about the reasons behind these decisions.

3. **Regular Updates and Communication:** The college maintains open lines of communication with regular updates, announcements and ensures that important administrative information, such as changes in policies or procedures, is promptly and transparently communicated to the college community.

Other Functions

In addition to the financial, academic and administrative transparency, the college demonstrates transparency in other functions:

1. **Community Engagement and Outreach:** The college openly communicates its community engagement and outreach activities. Information about collaborations and the community engagement is shared, highlighting the institution's commitment to social responsibility.

2. **Equal Opportunity and Inclusion: The college** transparently communicates policies related to equal opportunity and inclusion. The college actively promotes diversity, equity, and inclusion, and stakeholders are informed about the initiatives and programmes aimed at fostering an inclusive environment.

Environmental Sustainability Initiatives: Transparent communication is maintained regarding the college's environmental sustainability efforts. Information about the green initiatives, waste management practices, and energy-saving measures is shared with the students, fostering a sense of collective responsibility for environmental stewardship

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The administrators at the college meticulously planned and strategically deployed a series of initiatives over the past five years, aligning with the institution's strategic plan. These initiatives primarily focused on infrastructure development and technology integration to elevate the overall learning experience.

Creation of Recreational Spaces: 2018–2019/*Strategic placement for student well-being*

In the academic year 2018–2019, the college turned its attention to the well-being of students by creating kiosks amidst lush green trees. This strategic placement aimed to provide students with a serene outdoor space for recreation, contributing to a holistic and nurturing educational experience.

Construction of Modernized Classrooms: From 2019 to 2022/*Deployment Strategy*

The strategic deployment of resources began with a keen understanding of the need for modernized classrooms. Through a detailed need assessment, the institution identified the necessity of keeping pace with technological advancements in education. Subsequently, a state-of-the-art building emerged, featuring a newly installed lift and ten classrooms, eight of which were equipped with LCD projectors, situated on the third floor.

Execution and Impact

The construction project, spanning from 2019 to 2022, was characterized by meticulous planning and execution. The third-floor location was strategically chosen to maximize space efficiency, providing a quiet and focused atmosphere conducive to academic activities. The integration of LCD projectors in the classrooms aimed to foster interactive and engaging learning experiences. This initiative not only aligned with the strategic plan but also significantly enhanced the overall learning environment for the students.

Infrastructure Enhancement: 2018-2019/*Wi-Fi-enabled building, Smart Room and renovation of the Arrupe Auditorium*

The institution took substantial steps towards creating a technology-driven learning environment from

2018 to 2019. The entire building was transformed into a Wi-Fi-enabled space, ensuring ubiquitous access to online resources. Additionally, a smart room was added, equipped with advanced technological infrastructure. Simultaneously, the Arrupe auditorium underwent renovation, including the installation of air conditioning, CCTV cameras and ICT facilities, creating a modern and secure space for events and gatherings.

Technology Integration

Purchase of Cisco Webex (2020-2021)

To adapt to the changing educational landscape, the institution invested in Cisco Webex (2020–2021) for seamless online collaboration, crucial for remote learning during the global shift.

Purchase of Domain (2020-2021) and Establishment of E-Studio (2022-2023)

In a proactive move to strengthen its online presence and leverage digital resources, the institution took several key steps during the academic year 2020–2021

- **Securing a new domain:** www.lcecehnnai.edu.in serves as a central hub for information and communication.
- **Implementing G-Suite:** The faculty, the non-teaching staff, and all the students now benefit from the institutional email IDs for enhanced communication and collaboration.
- **Establishing an E-Studio (2022-2023):** Demonstrating its commitment to embracing technology in education, the institution launched an E-Studio, further expanding its digital infrastructure.

Enhanced ICT Facilities: Revolutionizing Connectivity at Loyola College of Education

Upgraded in May 2022, the SMART campus network now offers seamless internet access with 33 strategically placed access points, ensuring a smooth learning and working experience for the students and the faculty. The faculty enjoy unlimited data, while the students receive a generous 2GB daily allowance.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Loyola College of Education operates with an effective and efficient organizational structure, highlighting its commitment to transparency, stakeholder engagement, and overall institutional development.

Description of the Organogram

Loyola College of Education's organizational structure encompasses the Management, represented by the Secretary, the Governing Body, the Principal, the faculty and the non-teaching staff and the students The management, led by the Chairman, the Vice chairman, the Secretary and the members, actively conducted the Governing Body Meetings (GBM). In these meetings, crucial decisions related to the college's development are discussed and decided upon.

Leadership Roles

The Provincial of Jesuit Chennai Province, who is also the Chairman of the Governing Body and the Board of Management provides long-term plans and overall directions to the institution. The Rector, who is the Vice Chairman of the Governing Body, is directly in-charge of overseeing the execution of the directions provided. The Jesuit Higher Education Commission and the Governing Body collaborate as a policy-making body, establishing regulations governing academic and administrative affairs. This collaboration addresses matters related to finance, infrastructure, faculty recruitment, and the overall development of the college.

Committees

The role of executive leadership in the college relies on the Secretary, the Principal, the Coordinators of various committees, and supporting committees. These committees play a crucial role in the institution's well-organized operation. The college creates and presents budgets to the Governing Body for approval, ensuring that financial planning aligns with the institutional goals.

Staff Meetings

Regular staff meetings are held to facilitate the effective planning and implementation of the academic, administrative, co-curricular and extracurricular programs. These meetings serve as platforms for discussing teaching methodologies, academic activities and other relevant matters, fostering a collaborative environment among the teaching and the non-teaching staff.

Recruitment Policies

The institution adheres to the recruitment policy of the Higher Education Commission of Jesuit Chennai Province. The vacancies are advertised in leading dailies and the recruitment process includes personal interviews and certificate verification. The recruitment policy aligns with those of the regulatory bodies such as NCTE, UGC and TNTEU.

Internal Quality Assurance Cell (IQAC)

The College has an Internal Quality Assurance Cell (IQAC) responsible for monitoring the internal quality of the institution. IQAC plays a pivotal role in realizing the quality enhancement and the nourishment goals. It works towards continuous improvement, overseeing quality improvement

initiatives and evaluation procedures.

Student Council

Regular student council meetings are held to address the student-related issues and organize extracurricular activities. This engagement fosters a sense of community and ensures that students' concerns and aspirations are considered in the decision-making process.

College Committees

Various committees are constituted for academic, administrative, co-curricular and extracurricular purposes. Each committee, led by a coordinator, collaborates with the Principal and other committee members to fulfill the academic, administrative, co-curricular and extracurricular requirements of the college. Discipline Committee, Anti-Ragging Cell, Grievance Redressal Committee, and Internal Complaints Committee maintain rule compliance, address grievances, and foster a safe environment in the college.

Interaction with Stakeholders

The IQAC, the placement cell and the internship committee are actively involved in developing and overseeing the college's quality improvement initiatives and evaluation procedures. This includes interactions with various stakeholders to align the institution's processes with the expectations and needs of the broader community.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The college has constituted various committees for successful and productive functioning of the college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day-to-day activities through these committees like the Mentoring Committee, the Internal Quality Assurance Cell (IQAC), the Internship Committee, the Placement Cell, the Fine Arts Committee, the Research Forum etc.

Research Forum: Discussion on 'Action Research'

The Research Forum met on 6th December 2021, centered around the culmination of students' action research carried out during their 16-week internship from August to December 2021.

Successful Submissions

Eight students showcased commendable dedication and effort by submitting their action research reports at the conclusion of the internship. The reports encapsulate their insightful contributions and findings from their hands-on experiences during the internship period.

Internship Committee Meeting: Organization of seminar

The Internship Committee met on July 4, 2022, with the primary agenda of organizing a seminar on "3E's of Teaching Learning Material Workshop" for the second year students.

Successful Execution

The seminar, focusing on the "3E's of Teaching Learning Material," was successfully conducted on 5th July and 27th July, 2022. The event aimed to enhance the pedagogical skills of the second year students through interactive sessions and discussions.

Internal Quality Assurance Cell: Discussion on academic initiatives

In the meeting on January 4, 2023, the Internal Quality Assurance Cell (IQAC) centered its discussion around the successful implementation of two pivotal academic initiatives.

Successful Implementation

The introduction of the certificate course on Sign Language in the 4th semester for the second year students highlight the institution's commitment to inclusivity. The Teacher's Eligibility Test coaching class in the 4th semester empowers the aspiring educators, aligning with the institution's dedication to academic excellence.

Fine Arts Committee: Planning for Icefest'22

The Fine Arts Committee met on May 2, 2022, to strategically plan and discuss on the Inter-Collegiate Cultural Competitions for the academic year 2021-2022.

Successful Execution

Inter-Collegiate Cultural Competitions After successfully implementing the plans laid out, the Fine Arts Committee organized the Icefest'2022 the Inter-Collegiate Cultural Competitions on 6th May 2022. The event witnessed enthusiastic participation from students representing various colleges of education, fostering cultural exchange and celebration.

Placement Cell: Webinar on 'Autistic Children'

The Placement Cell convened a meeting on 9th November 2022, with a focused agenda to conduct a webinar on "Autistic Children" for the second year students.

Successful Execution

The webinar, held on 12th November 2022, had Mrs. Sowmiya Raghunathan, speech therapist at as the resource person. The insightful session helped to enhance awareness and understanding of autism among the participants.

Mentoring Committee: Orientation Programme

The Mentoring Committee convened a meeting on 19th October 2022, to discuss and plan the Mentoring orientation programme on mentoring for the first year students.

Successful Implementation

The orientation programme, held on 31st October 2022, had Mrs. Anitha Yazhini, Assistant Professor in Psychology at Loyola College, Chennai, as the resource person. The insightful session helped to familiarize and guide the first-year students through effective mentoring strategies

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Academic Years 2018–2019: Welfare measures and Financial Support

Welfare Measures: During the academic year 2018–19, the institution supported both the faculty and the non-teaching staff by providing loans at times of need.

Salary Increment: The increment in salary was carried out during the academic year 2018-19 for both the faculty and the non-teaching staff at the beginning of the academic year.

Midday Meals: Two of the non-teaching staff were granted free mid-day meals in the women's and men's hostel.

Facilities: The provision of a water dispenser in the women staff room and in the college office aimed to ensure providing clean and pure drinking water for both the faculty and the non-teaching staff. Unlimited internet access for all the staff and the maintenance of provident fund services are a major support to them.

Loans Offered: A loan amount of Rs. 97,000 was provided to the faculty and non-teaching staff in need.

Academic Year 2019-20: Increment, Financial support, and Teacher Recognition

Salary Increment: In the academic year 2019–20, the faculty and the non-teaching staff experienced a salary increment at the beginning of the academic year.

Honouring: On the Teacher's Day, the management expressed the gratitude by honouring the faculty and non-teaching staff with the thoughtful gifts.

Loan Offered: A loan amount of Rs. 20,000 was provided to the non-teaching staff in need.

Continued Facilities: The water dispenser units and unlimited internet access remained consistent for both teaching and non-teaching staff. Provident fund services were also maintained during this academic year.

Academic Year 2020-21: Transition to Remote Work and Health Considerations

Work from home*:* The academic year 2020–21 saw a significant shift to remote work, with classes conducted online. The management conscious of health of the faculty advised to schedule classes in the forenoon to alleviate mental stress and address potential internet issues.

Continued Facilities: *The facilities* such as the water dispenser and unlimited internet access persisted during this academic year.

Academic Year 2021-22: Loans, Extended Leave, and Additional Benefits

Financial Support: A loan amount of Rs. 50,000 was provided to the faculty and non-teaching staff in need.

Extended Medical Leave: A notable change of fifteen days of medical leave for the faculty and the non-teaching staff was introduced. This was in addition to the existing twelve days of casual leave.

Academic Year 2022–23: Increment, Financial Support, Staff Insurance, Gratuity and Enhanced Connectivity

Salary, Increment, and Financial Support: In the academic year 2022–23, the faculty and the non-teaching staff experienced a salary increment.

Financial Support: A loan amount of Rs. 1,55,000 was provided to the faculty and non-teaching staff in need.

Staff Insurance: College Management enhanced the welfare programme of the faculty as well as the non-teaching staff by introducing staff insurance scheme.

Gratuity: In addition to staff insurance the college has a Group Gratuity Policy with LIC of India, covering all the 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 the faculty and the non-teaching staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	01	03

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 100

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	13	22	24	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance Appraisal System at Loyola College of Education

The performance appraisal system at Loyola College of Education is designed to evaluate and enhance the effectiveness of the Principal, the faculty and the non-teaching staff.

IQAC's Role in Performance Appraisal System

The IQAC takes a pivotal role in the performance appraisal system, ensuring a systematic and comprehensive collection of feedback from the students, the faculty, the non-teaching staff, the Principal,

and the Secretary. The IQAC gathers insights form all the above persons and creates a holistic understanding of each faculty's strength and areas for development.

Thorough Analysis and Reporting: The IQAC conducts meticulous data collection and quantitative and qualitative analysis using Excel to generate detailed reports with actionable recommendations, enhancing continuous improvement efforts.

Detailed Documentation and Formal Appraisal Meetings: Detailed documentation captures performance achievements and constructive feedback providing a clear picture of the individual status. Formal appraisal meetings between the Secretary and the faculty create a platform for open dialogue, goal-setting and the collaborative creation of professional developmental plans.

Academic Years :2018–19 and 2019–20

During these years, the appraisal process at Loyola College of Education involved distributing hard-copy questionnaires to the students at the end of the academic year to evaluate the faculty performance. Rigorous data calculations were performed to create the individual performance reports. The Secretary held personal meetings with each staff, appreciating their strengths and providing constructive suggestions for their improvement.

Academic Year :2020-21 (Pandemic Period)

Due to the onset of the pandemic, the institution swiftly shifted to the electronic appraisal methods. The faculty were assessed through Google Forms by the students and self-appraisal forms were collected from the faculty at the end of the academic year. The Principal's appraisal had feedback collected from the faculty, the students and her own self-appraisal. The Internal Quality Assurance Cell (IQAC) efficiently managed the Google forms, analyzed them, and forwarded the staff performance appraisals to the personal email addresses of both the faculty and the Principal.

Academic Year :2021–22

In the academic year following the pandemic, the institution continued using electronic feedback forms (Google Forms) for appraising the faculty and the Principal. Feedback from the non-semester batch students was collected at the end of the year, while the students under the semester pattern provided semester-wise feedback. This process became routine at the end of each semester. The non-teaching staff gave a self-appraisal at the end of the academic year. The appraisal of the Principal had the feedback collected from the faculty, the students and her own self-appraisal. Personal meetings with the Secretary recognized the achievements of the faculty and offered guidance for their improvement.

Academic Year :2022–23

In the latest academic year, the institution enhanced its performance appraisal system, aiming for consistency in evaluating the Principal, the faculty, and the non-teaching staff. Utilizing electronic feedback forms, primarily Google Forms, ensured a standardized assessment process. The faculty received feedback from the students on a semester-wise basis, supplemented by their own self-appraisal forms at the end of the academic year. The Principal's appraisal had the feedback collected from the faculty,the students, and her own self-assessment. The non-teaching staff gave a self-appraisal at the end of the academic year. Additionally, personal meetings with the Secretary acknowledged faculty

achievements and provided guidance for improvement

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Internal and External Financial Audits at Loyola College of Education: Upholding Transparency and Compliance

System of Accounting: The college follows the Generally Accepted Accounting Principles (GAAP) in India and employs the accrual system, establishing a foundation for transparent financial reporting.

Investment Management: The college meticulously records investments at cost rather than market value, ensuring accuracy and adherence to accounting standards.

Revenue Recognition: Course fees constitute the primary revenue stream, received through bank transactions. Additionally, interest on investments is acknowledged on an accrual basis and earmarked funds' interest is credited to respective fund accounts.

Accounting for Fixed Assets: Fixed assets are recorded at the cost of acquisition less depreciation, utilizing the written-down value method in accordance with the Income Tax Rules of 1962.

Accounting and Audit Practices: The college maintains its books of accounts through Tally ERP, and an annual financial audit is conducted by a society-appointed statutory auditor, a chartered accountant, who certifies the annual financial statements.

Employee Benefits and Insurance: The college diligently contributes to the Provident Fund and Employee State Insurance, ensuring compliance with regulations. Moreover, a group gratuity policy with the LIC of India covers the permanent staff, prioritizing employee welfare.

Cash at Bank & Investments: The institution employs a dual signatory system for bank accounts, enhancing financial security. Fixed deposits undergo independent confirmation by respective banks

annually, and short-term investments are made based on the advice of the Campus Treasurer Office through the Society-authorized advisors and agents.

Financial Management Capacity Building (FMPP): By actively participating in FMPP, the institution commits to continuous improvement in financial management and compliance. The FMPP scorecard, regularly updated and monitored, proudly exhibits no audit objections for the past five years.

Internal Financial Audits at Loyola College of Education: Rigorous Process for Accuracy

Frequency and Process*:* Statutory auditing occurs quarterly, ensuring a consistent check on financial accuracy and adherence to established policies. Daily maintenance of institutional books of account in Tally ERP, monthly closures and bank reconciliation statements contribute to robust internal auditing.

Quarterly Auditing Process*:* The accountant diligently prepares receipts and payment details for verification by the statutory auditor every three months. Any clarifications or observations are promptly addressed through the proper channels, ensuring real-time corrections.

Campus Treasurer's Oversight*:* The entire financial management system falls under the vigilant purview of the Campus Treasurer's Office, providing centralized oversight for enhanced efficiency.

External Financial Audits: Pillar of Accountability

Frequency and Auditor Selection*:* Annual financial audits, conducted by the Society-appointed Statutory Auditor (an independent Chartered Accountant), reinforce external accountability. The auditor certifies year-end financial statements, providing a comprehensive auditor's report on the institution's financial performance for every financial year.

FMPP Integration*:* The college integrates external audits with the FMPP for a holistic approach to the financial management and compliance, demonstrating the commitment to best practices.

The college is meticulous adherence to accounting policies, regular internal audits and engagement in external audits underscore its effectiveness in maintaining financial integrity and accountability. The successful incorporation of FMPP initiatives further signifies a commitment to continuous improvement and transparency in financial management.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged

over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The mobilization of funds and optimal utilization of resources at Loyola College of Education is a well-structured process that involves careful planning, budgeting and oversight. The primary source of funding for the college is fee collection from the students. The finance committee, headed by the Secretary, the Accountant, the Treasurer, and the Governing Body, play a crucial role in managing these funds.

The budgeting process starts with soliciting inputs from the faculty and the non-teaching staff. Before preparing the budget for the upcoming academic year, staff members are invited to submit their requirements for enhancements in labs, classrooms or staff rooms. This inclusive approach ensures that the budget reflects the needs and priorities of the academic and administrative departments.

Once the budget is compiled, it is presented before the Governing Body for approval. This body, chaired by the Rector, holds the authority to authorize any special needs for the creation of permanent structures or capital expenditures arising from new developments. This ensures that major financial decisions are made with careful consideration and approval from the highest levels of governance.

The income and expenditure are closely monitored by various entities, including the Treasurer's Office, the Campus Financial Officer, and the Secretary. This multi-tiered oversight helps maintain financial transparency and accountability. The financial accountant is responsible for day-to-day financial transactions, including fee collection, payments for academic year demands, and routine expenses like stationery fees and printing press payments. Petty cash is also used for immediate needs, such as purchasing snacks for guests or bouquets on special occasions.

The financial management system is facilitated through Tally Prime software which helps maintain

accounts. Excel software is utilized for various purposes including fee collection, investment details and the payroll system for staff salaries. Online payments for items like TDS, ESI, the university exam, and eligibility fees are also efficiently managed through this system.

The college places a strong emphasis on social security measures, maintaining the provident fund, and employee state insurance (ESI). These contributions are remitted through the Society to the EPF/ESI authorities. Additionally, 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. All social security charges are transparently accounted for in the Income and Expenditure Account.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Loyola College of Education stands as a beacon of educational excellence, having successfully institutionalized robust quality assurance strategies through its dedicated Internal Quality Assurance Cell (IQAC).

1.Student Development Programs: The college prioritizes holistic student development through a variety of programs organized by IQAC. These initiatives, including skill-building workshops, orientation, content enrichment/foundation course and leadership forums enhance the overall learning experience by fostering essential skills like communication, creativity, and social responsibility.

2.Curriculum Transaction and Enhancement: Guided by the IQAC, strategic planning for curricular transactions includes the initiation of certificate courses and organization of coaching classes for clearing the Teacher Eligibility Test (TET). These additions to the curriculum ensure that the college remain relevant and are aligned with contemporary needs, enhancing graduates' employability.

3.Teaching-Learning Process Review: The IQAC plays a crucial role in systematically reviewing the teaching-learning process at Loyola College of Education. This involves student feedback surveys, interactions with the alumni and engagement with the employers. Insights derived from these evaluations’ pave way for the faculty development initiatives and guide improvements in teaching

methodologies, ensuring a continuous enhancement of quality education.

4.Faculty Development Programs: Loyola College of Education emphasizes the overall development of the faculty through orientation, workshops, seminars, special talks and conferences organized by the IQAC. This commitment fosters innovation and excellence in teaching, creating a dynamic learning environment.

5.Feedback Collection and Analysis: The IQAC systematically collects and analyzes feedback from the students and the faculty through surveys, suggestion boxes and direct meetings. This feedback-driven approach identifies areas for improvement and guides evidence-based decision-making, ensuring responsiveness to evolving needs.

6.Documentation of work done: To maintain meticulous documentation, the IQAC records progress reports and improvement initiatives. This comprehensive record contributes to self-assessment, continual growth, and is invaluable for internal assessments and accreditation processes, ensuring accountability and transparency.

7.Academic and Administrative Audits (AAA): The IQAC conducts periodic Academic and Administrative Audits (AAA). These audits externally validate adherence to quality standards, significantly strengthening the framework of the quality assurance.

8.Curriculum Feedback from Stakeholders: The IQAC actively solicits and analyzes feedback on the curriculum from various stakeholders including the faculty, the students, the alumni, and the industry professionals, to ensure its responsiveness to evolving needs. Curriculum feedback is collected, analyzed and accordingly, action is taken. The report of curriculum feedback analysis and the action taken report are posted on the website.

9.Staff Performance Appraisal: The IQAC oversees regular evaluations on the performance of the Principal, the faculty and the non-teaching staff based on predefined criteria, fostering a culture of continuous improvement and accountability among the staff members.

10.Submission of AQAR: The Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring and enhancing quality in education. Taking responsibility for the submission of AQAR, IQAC employs a participatory method, involving all the faculty and the non-teaching staff in the process.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Loyola College of Education follows a comprehensive and systematic approach to reviewing the teaching-learning process periodically, ensuring continuous improvement and effectiveness.

1. College's Comprehensive Student Orientation

Student Orientation Programme, led by the IQAC, fortifies a robust foundation for students. The ice-breaking session fosters inclusivity, cultivating a community spirit. English proficiency tests and teaching aptitude assessments showcase proactive adaptation to individual needs. The orientation on the B.Ed. curriculum and code of conduct offers vital insights, guiding students with clarity and institutional adherence. This comprehensive approach not only shapes a positive learning environment but also lays the groundwork that aids the institution's periodic teaching-learning process reviews, ensuring continuous enhancement aligned with the student requirements and educational standards.

2. Enhancing Educational Dynamics through Concept Enrichment/Foundation Course

The IQAC's proactive role in overseeing the Concept Enrichment/Foundation Course, coupled with the student's feedback, enhances the teaching-learning process. Collected feedback becomes a robust evaluation tool, empowering the IQAC to compile comprehensive reports for the faculty. Through this iterative process, the faculty refine their initiatives, contributing to an improved educational experience and ensuring continuous enhancement in the overall teaching-learning process. By aligning the teaching approaches with the student needs, the IQAC's involvement ensures that the overall educational experience is dynamic, effective and continuously evolving to meet the evolving requirements of the learners.

3. Curriculum Transaction Planning for dynamic learning

The IQAC prioritizes curriculum transaction planning, emphasizing meticulous and collaborative action plans for each subject. The faculty integrate innovative teaching methods, diverse resources and technology, ensuring comprehensive coverage with the learning objectives. This commitment to organized planning fosters a dynamic learning environment. Additionally, the institution actively collects SWOC analysis from the students, reflecting a student-centric approach and driving continuous improvement in the educational process.

4. Pre-tests and Post-tests in Teaching -Learning Evaluation

The college, under the guidance of IQAC, employs a comprehensive assessment approach through pre-tests and post-tests. Pre-tests evaluate students' prior knowledge, facilitating tailored teaching methods. Post-tests at the subject's conclusion of teaching of a subject ensure a thorough assessment of comprehension and retention, aligning with the institution's commitment to continuous improvement. This dynamic evaluation strategy aids in reviewing and refining the teaching-learning process by providing insights into the effectiveness of instructional methods, addressing diverse learning needs and ensuring a high standard of educational delivery.

5. Staff appraisal for continuous improvement

The IQAC demonstrates its commitment to educational excellence by shifting from a year-end staff appraisal under a non-semester pattern that existed until October 2021 to a semester-wise assessments from November 2021 onwards. This strategic transition allows for more frequent and detailed evaluations, fostering continuous improvement among the teaching faculty. The cyclical and semester-wise appraisal system reflects the college's dedication to refining teaching methodologies and upholding high standards of educational quality. This adaptability ensures responsiveness to contemporary educational nuances, cultivating a dynamic and excellence-driven academic environment.

6. Online Student Satisfaction Survey: Responsive Enhancement

IQAC at the college recognizes the importance of students' perspectives, conducting online satisfaction surveys covering the faculty, the course content, the infrastructure and the learning environment. Thorough analysis of feedback informs targeted improvements. Results are transparently shared on the website, fostering open access and accountability and reflecting college's commitment to enhancing the overall educational experience.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 16.6

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
30	18	6	11	18

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

1.Ensuring Quality Initiatives at Loyola College of Education

Composition of Loyola College of Education's Internal Quality Assurance Cell (IQAC*)*

The institution's commitment to quality is evident through the meticulous formation of the Internal Quality Assurance Cell (IQAC) in accordance with the norms of the NAAC. Comprising representatives from diverse stakeholders including the faculty, the administrators, the alumni, the student representatives and the external experts, the IQAC ensures a thorough evaluation of academic and administrative processes. This comprehensive composition facilitates streamlined processes for curriculum planning, implementation and assessment aligning the institution with the contemporary educational standards. The IQAC's regular monitoring and feedback analysis contribute significantly to the continuous improvement of academic quality.

Value-Added Courses

Loyola College of Education's dedication to holistic education is reflected in the introduction of value-added courses. Course on Life skills emphasizing time management and emotional intelligence, contribute to the personal development of students. Course on Spoken English aims to enhance communication skills, which are crucial for professional success. The institution's commitment to inclusivity is further demonstrated through the course on Sign Language, addressing diverse learning needs, and fostering an inclusive learning environment.

2. Advancements in Learning Resources and Research Publications at Loyola College of Education

Library Upgrades*:* The transformation of the college’s library into a modern and resource-rich learning hub is highlighted by substantial upgrades.

Library services: 2022-2023			
	Existing	**Newly added**	**Total**
Text Books	10596	292	10888
Reference Books	710	25	735
e-Books	125000	75000	200000
Journals	20	1	21
e-Journals	7000	93000	100000

These upgrades ensure that the students and the faculty have access to a vast repository of information, promoting research, independent study, and collaborative learning. The integration of digital resources allows for remote access, contributing to a flexible and accessible learning environment.

Incremental in Research Publications*:*

Loyola College of Education has seen a steady rise in research output, showcasing its dedication to scholarship. Since 2018 up to 2023 the faculty have published 95 articles with ISBN numbers and 25 articles in prestigious UGC Care journals. While there were dips in 2020 due to the pandemic, the

college rebounded quickly. Notably, 2022–2023 saw the highest publication numbers with 21 ISBN articles and 7 journal articles. This growth is further bolstered by two books authored by the faculty and an institution-published book, solidifying the commitment of the college to advancing knowledge and scholarly discourse.

Recognizing the pivotal role of the faculty in shaping the academic environment, the college actively encourages and facilitates faculty participation in UGC-sponsored FDP/STP. These programs expose the faculty to the latest pedagogical advancements, research methodologies, and educational technologies, ensuring that teaching methodologies remain current and innovative.

The upward trajectory in research output across UGC Care-listed journals, chapter publications, and book publications exemplifies the institution's dedication to scholarly endeavors and intellectual contribution.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Our institution is dedicated to environmental responsibility and sustainability, evident in its robust energy policy and initiatives aimed at creating an eco-friendly campus. The college's commitment to energy-efficient activities is reflected in a comprehensive energy policy that outlines immediate and sustainable goals for energy usage and conservation.

Energy Policy Framework: A comprehensive approach to immediate and sustainable energy goals

The energy policy serves as a guiding beacon for the management, directing investments towards alternate energy production to meet the maximum energy needs of the campus. This forward-thinking approach positions the institution as a leader in fostering a dynamic, eco-friendly environment. The policy's comprehensive scope includes governing energy usage not only within buildings but also on footpaths, underscoring the institution's holistic commitment to sustainability.

Investment in Alternate Energy Production: Solar Power as a cornerstone for carbon footprint reduction

The institution's flagship initiative in its sustainable journey is the significant investment in alternate energy production, particularly through the deployment of solar panels across the campus. The 36.83 kWp is a shining example of the institution's dedication to environmental stewardship, generating an impressive 140 units of solar power daily. The solar power plant established by the institution produces 140 units of solar power on a daily basis contributing 17 to 29 percent of the energy needs of the college, which is a major practice among the green initiatives of the campus, showcasing a tangible commitment to reducing the institution's carbon footprint.

Community Engagement for Energy Conservation: Empowering future educators for a sustainable society

The institution actively involves its community in the pursuit of energy conservation. Recognizing the pivotal role of its future educators in shaping a sustainable society, the institution conducts targeted training programs. Practical measures, such as optimizing ventilation in classrooms and implementing power-saving modes for computers, reflect a commitment to instilling a culture of energy consciousness.

Green Spaces and Landscaping Strategies beyond Aesthetics: Multifaceted approaches to energy conservation

The integration of green spaces on campus contribute to reducing the cost of cooling administrative spaces and the auditorium. Their impact on oxygen levels and temperature regulation with a potential

temperature reduction of up to 5 degrees in immediate surroundings demonstrates the strategic role of landscaping in conserving electrical energy used for cooling purposes.

Visionary Measures for Energy Efficiency: Ducted Air Conditioners, LED lights, and strategic upgrades

In a visionary move, the institution has installed ducted air conditioners in the auditorium, further enhancing energy efficiency. Simultaneously, the institution has embraced the transition to energy-efficient lighting by installing CFLs and LED lights. These strategic measures demonstrate the institution's commitment to energy conservation.

ICT Team and Technological Sustainability: Ensuring safety and E-waste management for a sustainable campus

The institution's holistic approach extends to the realm of technology through the establishment of a dedicated ICT team which plays a crucial role in ensuring the safety by monitoring the functioning of electrical and electronic devices. Moreover, their technical treatment of e-waste underscores the institution's commitment to responsible electronic waste management, aligning with the broader theme of sustainability.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management Policy and Implementation at Loyola College of Education

Waste Management Policy: Loyola College of Education recognizes the significance of a robust waste management system to ensure a safe and healthy learning environment for the students and a conducive workspace for the staff. The institution's waste management policy emphasizes the importance of educating both staff and the students about their responsibilities in waste reduction and management. The policy is designed to convert waste into alternative energy sources, with a specific focus on producing manure from leaf waste and biogas from bio-waste. It also addresses the prohibition of single-use plastics on campus and outlines responsible disposal practices for plastic items. The waste management policy categorizes waste into solid waste, liquid waste, and e-waste for effective management.

Implementation Procedure:

1. **Liquid waste management:** The Sewage Treatment Plant (STP) in the campus is a key

component of liquid waste management, treating 30 to 35 thousand liters of gray water daily. Overseen by Pacific Clear Tech, the STP ensures the proper treatment of sewage. Monthly monitoring of treated water quality has been implemented to maintain high standards. Treated water is utilized for irrigation, contributing to the greening of the campus. This approach aligns with the institution's commitment to sustainability and environmental conservation.

1. **Solid waste management:** The campus has consistently demonstrated effective management of bio-waste by converting 575 to 750 kg of daily waste into valuable manure and bio-gas. The biodigester plays a crucial role in this process, producing an average of 50 kg of methane gas daily. This methane gas is utilized in campus kitchens, showcasing a sustainable approach to energy usage. Additionally, the campus manages organic leaf waste by processing over 500 kg daily, using Bio-Digester slurry, resulting in organic manure that nourishes the plants. the institution’s commitment to sustainable waste management reflects its dedication to creating an eco-friendly campus environment.

1. **E-waste management:** The Information and Communication Technology (ICT) team in the college takes charge of collecting and managing electronic waste (e-waste) to ensure the safety of the students and the institution. Broken or expired electronic and electrical goods are initially assessed for potential reuse. Collected e-waste is stored in a designated area in the library, adhering to safety measures. The institution collects 50 to 100 kg of e-waste annually, and disposal is carried out through the authorized dealers, ensuring responsible handling and recycling practices.

In conclusion, the institution's waste management policy and implementation procedures underscore its commitment to sustainability, environmental responsibility, and creating an eco-friendly campus. The integration of innovative technologies, such as biodigesters, exemplifies the institution's proactive approach to waste reduction and energy conservation

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Commitment to a clean, green, and healthy environment at Loyola College of Education

Loyola College of Education is unwavering in its commitment to creating and maintaining a pollution-free, green and healthy environment. The institution actively engages the students and the staff in various initiatives to foster environmental responsibility.

Pollution-Free Environment:

Go Green Program: Under the "Go Green" program initiated by Loyola College Society, the students actively participate in eco-friendly activities. This includes tree planting initiatives, promoting sustainable development practices, and advocating for the protection of natural resources. These endeavors align with the institution's commitment to creating a pollution-free and sustainable campus.

Promoting Sustainable Transportation: To further contribute to a pollution-free atmosphere, the management encourages the students and the staff to utilize public transportation instead of private vehicles. This initiative not only reduces the carbon footprint but also promotes a cleaner and healthier environment on campus.

Ban on Single-Use Plastics: Recognizing the environmental hazards posed by single-use plastics, the campus has imposed a ban on such materials within the college premises. This measure aims to create an eco-friendly environment by reducing plastic waste and promoting sustainable alternatives.

Campus Infrastructure: The campus is designed with pedestrian-friendly roads, designated traffic-free zones, and separate parking areas for the students and the staff near entry points. These infrastructural elements contribute to a safer and more eco-conscious campus, minimizing vehicular emissions and promote a healthy atmosphere.

Cleanliness and sanitation:

Daily Disinfection and Cleaning: The maintenance staff in the college maintain cleanliness and sanitization by implementing daily disinfection routines. Restrooms, classrooms and common areas undergo regular cleaning, ensuring a hygienic environment conducive to learning and well-being.

Waste Management: A robust waste management system is in place, with separate dustbins for biodegradable and non-biodegradable waste strategically placed across the campus. This approach ensures the efficient collection and disposal of waste, contributing to the overall cleanliness of the institution.

Sanitizer Stands: As a proactive measure, especially during the COVID-19 pandemic, sanitizer stands were strategically installed at entrances. This initiative enhanced hygienic practices, mitigated the risk of communicable diseases, and fostered a safer environment.

The institution has multifaceted approach to environmental sustainability by looking into pollution reduction, green initiatives and laying a strong emphasis on cleanliness and sanitation. By actively involving the students and the staff in these efforts, the institution cultivates a culture of environmental responsibility and contributes to the creation of a healthy and more sustainable campus environment.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.32

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.49	1.23	2.84	1.93	3.84

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Organization of special events to leverage the cultural diversity:

Loyola College of Education: leveraging locality, knowledge, and community for holistic development

Loyola College of Education is dedicated to leveraging the local environment, tapping into the locational knowledge and resources, and engaging with community practices and challenges. These efforts are integral to the institution's commitment to holistic education and social responsibility.

Cultural Diversity and Inclusivity: The college recognizes and celebrates the rich cultural diversity of the country by organizing special events that showcase and embrace the multitude of languages, traditions, and practices. These events contribute to fostering inclusivity, particularly for the differently-abled and the marginalized individuals, by creating an atmosphere of tolerance, harmony, and understanding.

Community Outreach and Education:

Remedial Sessions for Underprivileged Students: In a concerted effort to address the educational disparities, the college engages the staff and students in outreach activities. These include remedial sessions for the underprivileged students at nearby St. Joseph's High School, Susaipuram, focusing on enhancing their foundational language and numerical skills. These sessions, conducted after regular school hours, aim to bridge the educational gaps and promote literacy and numeracy.

Rural Immersion Camp: As part of its commitment to understanding and addressing the needs of marginalized communities, the college organizes a Rural Immersion Camp for the first year students. This immersive experience enables them to gain insights into the real-life situations of downtrodden communities in identified villages, fostering empathy and a deeper understanding of societal challenges.

Social and Environmental Responsibility:

Enlightening Seminars and Webinars: The college takes proactive steps to address the complex social, environmental and community issues through enlightening seminars and webinars. The faculty, the non-

teaching students and the students actively engage in these programs, benefitting to be aware, educated, and dialoging around critical societal challenges.

Outreach Activities: The college demonstrates its commitment to social and environmental responsibility through compassionate outreach activities. The students and the staff visit schools for the visually and the hearing-impaired students, as well as homes for the mentally challenged and the elderly. The college's support and engagement with these communities are not just acts of charity but manifestations of a deep-rooted commitment to human values.

Cultivating Responsibility and Values:

Information board initiatives: The information board in the college serves as a platform for cultivating social and environmental responsibility among the students. It disseminates information related to the ongoing initiatives, fostering a sense of awareness and responsibility towards local and global issues.

Installation of human values: The college instills in its students a deep sense of human values. This holistic approach to education ensures that students not only excel academically but also develop a strong ethical and social foundation, contributing positively to the community.

The college's efforts to leverage the local environment, locational knowledge, and community practices are embedded in its ethos of holistic education and social responsibility. By actively engaging with diverse communities and addressing societal challenges, the institution plays a pivotal role in shaping socially conscious and responsible individuals ready to contribute meaningfully to society.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Enhancing the competencies of students

1. **Creative Assembly**

Objective:

- Bringing out the potential of the students
- Ensuring the participation of every student

The college aims at dynamic excellence 'Magis', which means to move towards ultimate perfection. The ulterior motive of creative assembly is to develop teamwork and provide a stage for talent exhibition. Once a turn, all the pedagogical classes are given an hour to conduct the morning assembly creatively by choosing a theme. The students are allowed to decorate the stage, perform arts, and use modern technology to present the news and important messages. The integration of games and activities demands the audience to be active participants. At the end of each creative assembly, words of appreciation and constructive feedback are provided to the team by the Secretary, the Principal, the staff, and fellow students.

Impact:

The selected topic, new concepts, and theme are strongly instilled through creative activities. Students get equal opportunities irrespective of their educational and professional background which aligns with the motto of the institution.

2. Philanthropic activities:

Objective:

- Developing the habit of attending to the needs of the marginalized

Institutional Scholarship: The institution's philanthropic activity includes financial support to underprivileged students through institutional scholarship, which, among the self-financing colleges, is an uncommon instance.

Annual Alumni Project:

Spreading Joy through Good Samaritan Charity: Every year during Christmas season, alumni association hosts a Good Samaritan charity work. Support provided in terms of gifting clothes, rice, and sanitary items is distributed to the needy students within the college and the needy people outside the institution.

Harvesting Hope:

Organic Food Mela and Food Fest, transforming lives for homeless girls: Every year, the proceeds from the Organic Food Mela and Food Fest are raised and donated to charitable causes. This initiative is a reflection of the suggestions given by the students. Last year, an amount of twenty-five thousand rupees was spent on helping homeless female children at 'Sanadhana Girls' Shelter Home run by Nava Jeevan Sisters', Chennai.

Nourishing Minds, Fostering Futures:

LCE's Midday Meals Program: Recognizing the profound impact of nutrition on academic performance, the college shows compassion by feeding day scholar students from low-income families during the lunch hours.

Compassion at crisis: In a heartwarming display of compassion and solidarity, the students and the staff rallied together to provide crucial relief fund for people from cyclone-ravaged areas and people affected by COVID-19. A contribution of one lakh was given to the Tamil Nadu Government COVID relief fund, and an amount of thirty thousand including the contribution from the students and the management was sent through the Loyola College Society. Additionally, the college extends its financial support to staff members and students who encounter unforeseen difficulties such as family emergencies or health problems.

Endowment Fund:

Honoring the academic achievers: The college has three endowment funds deposited and the interest availed is used for honoring the best academic performers.

Impact:

Our vision of addressing the marginalized and the care for others is cultivated and nourished among student teachers through these activities.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Holistic Formation of Human Engineers

Men and Women for Others: The college proudly addresses the students as human engineers; the architect of the future generation is taught and trained to treat every individual with their specialties. The holistic formation of men and women for others is the unique quality of the institution. We organize interactive sessions with representatives of the transgender community to make the young students realize the hardness of their practical lives in our immediate society. The college has no restriction to admit students based on gender to promote gender equity.

Professional training and skill development: Our vision and mission demand the students to assist the school students in becoming resilient to face the educational and psychological challenges of the modern era. Students receive training on innovative teaching techniques through **'Theatre pedagogy'** and pedagogical nuances through **'Micro-teaching workshops'** to meet the needs of school children. The implementation of a participatory management system allows the students to perform the anchoring roles on all the special events including academic planning, administration, environment, discipline, co-scholastic activities (**Fine arts and Sports**), and so on.

Promoting psychological well-being: Mental well-being which helps the students to realize their innate potential and come out of their comfort zone to approach the world positively is promoted in this institution through a dedicated **mentoring service** with the participation of trained psychologists and staff. Each student is allotted a mentor to share and explore themselves. The orientation on mentoring is given to the staff to guide the students productively. It was also assured for the expert and clinical support if the students are really in need.

Digital Literacy: LCE provides ample opportunities and a conducive learning environment to the students and the staff to update their digital literacy by including a smart board class in the timetable. The availability of LCD projectors, CPUs and required gadgets in all the classrooms and laboratories, smart boards in the mathematics classroom and ICT cum language laboratory, computer lab, and digital library pave the way to attain the Gen Z technological skills to be proactive in the classrooms. The provision of Wi-Fi facilities up to 2 GB/Day with 100 Mbps bandwidth to all the students is another impact factor in this developmental process and makes them techno pedagogues. An exclusive soundproof digital studio is solely dedicated to recordings and E-content preparation by the students and the staff.

Development of Research Culture: Loyola College Education, additionally trains the second-year students to conduct action research under the supervision of the staff, during internship to study the real-life issues that still exist in education which in turn develops knowledge, understanding, curiosity, and research skills. To support and encourage students in their research endeavors, staff are provided with FDP to enhance and reframe their research mindset. Reports on action research are revised and recommended for publication. The college selects the best action research reports and publishes them as a book titled "Prospective's Perspectives" under the ISBN grade as a token of appreciation and motivation.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

The institution's commitment to educational excellence is grounded in its core principles, which prioritize the creation of an enriching and inclusive environment conducive to the success of all students. This commitment is reflected in several key areas:

- **Comprehensive Curriculum Coverage:** Meticulously crafted teaching plans ensure that every aspect of the curriculum is thoroughly addressed, providing students with comprehensive learning experiences.
- **Student-Centered Approach:** Faculty members are dedicated to prioritizing the holistic development of each student, utilizing feedback to continuously refine teaching methods and support individual growth.
- **Optimal Resource Utilization:** Resources are efficiently managed to enhance operational efficiency while also ensuring accessibility and support for Divyangjan students, promoting inclusivity across all academic endeavors.
- **Student-Friendly Services:** A wide range of student-friendly services, including job placement assistance, health services, and extracurricular activities, enrich the overall student experience and contribute to student success.
- **Alumni Support:** A robust alumni network provides support through initiatives such as guest lectures, placements, and career guidance, enhancing opportunities for student success beyond graduation.
- **Zero Tolerance for Discrimination:** Upholding a zero-tolerance policy towards discrimination, the institution actively fosters community harmony and multicultural integration, celebrating diversity through various festivals and events.
- **Faculty and Student Development:** Faculty and student development programs, along with active mentoring systems, ensure the continuous growth and preparedness of individuals for the challenges of the modern world.
- **Merit-Based Selection:** The institution prioritizes merit-based selection for faculty and non-teaching staff, ensuring the recruitment of highly qualified individuals committed to student success.
- **Employability Enhancement:** Training programs aimed at improving employability and facilitating campus placements further empower students towards successful career paths.
- **Immersive Educational Experiences:** Immersive experiences such as rural immersion camps and visits to museums and innovative schools broaden students' perspectives and enrich their educational journey.

In essence, the institution's structured approach to education, combined with its dedication to inclusivity, community engagement, and continuous improvement, fosters an environment where every student has the opportunity to thrive and achieve their full potential.

Concluding Remarks :

In conclusion, Loyola College of Education stands at the forefront of teacher education, epitomizing excellence and a profound commitment to cultivating compassionate, skilled teachers poised to enact meaningful change in their communities. Rooted in a legacy of academic rigor, the college champions innovative teaching methodologies and unwavering dedication to social justice, equipping students with the knowledge, skills and

values requisite for success in today's diverse educational landscape. Embracing a mission to foster transformative teachers, Loyola College of Education not only imparts rigorous academic programme but also instills a profound sense of responsibility towards fostering equality and fairness in education. Empowering graduates to make tangible contributions to society, the college's impact extends far beyond its walls, leaving an indelible mark on the educational landscape. With a proud legacy of producing teachers characterized by integrity, professionalism and an unwavering commitment to service, Loyola College of Education remains a beacon of excellence, shaping the future of education and inspiring generations to come.