



LOYOLA COLLEGE OF EDUCATION
[Accredited 3rd Cycle at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai-600034
Tamil Nadu, India
LCE Best Practices
Academic Year :2025-2026



Introduction

Loyola College of Education (LCE) is committed to providing quality teacher education through innovative, value-based, and student-centered practices. Rooted in the principles of Jesuit education, the institution emphasizes holistic development, academic excellence, and social responsibility. To achieve these goals, LCE has designed and implemented several best practices that address the diverse needs of student-teachers and align with contemporary educational demands.

These best practices focus on strengthening foundational competencies, integrating scientific approaches to learning, ensuring continuous curriculum improvement through stakeholder feedback, and fostering leadership and professional growth among students. By adopting a structured and reflective approach, LCE creates a dynamic learning environment that prepares future educators to meet the challenges of modern classrooms effectively.

Best Practice 1: Structured Student Induction Programme

Objectives of the Practice

- To familiarize students with institutional values, Jesuit education, and academic expectations
- To assess entry-level competencies (teaching aptitude, English proficiency)
- To build confidence and ease the transition into teacher education

Context

- Students come from diverse academic, linguistic, and socio-cultural backgrounds
- Need for a strong foundation before beginning professional training

Challenges Faced

- Difficulty in maintaining uniform academic engagement among students
- Challenges in encouraging active involvement during the initial phase of the programme
- Gaps in students' readiness to handle the demands of professional training
- Limited exposure to institutional practices and academic expectations

Strategies to Overcome

- Introducing interactive learning activities and group-based tasks to enhance participation
- Implementing peer mentoring systems to support collaborative learning
- Conducting regular follow-up sessions to monitor student adjustment and progress
- Providing structured orientation on institutional norms, responsibilities, and academic standards

Student Induction Programme
Date:06.08.2025-08.08.2025
Teaching Aptitude Entry Level Test



English Proficiency Test



Best Practice 2: Feedback-Driven Curriculum Enhancement

Objectives of the Practice

- To ensure curriculum relevance and quality improvement
- To align academic content with industry and school requirements
- To enhance employability and teaching effectiveness

Context

- Rapid changes in educational demands and teaching methodologies
- Need for continuous curriculum evaluation

Challenges Faced

- Difficulty in aligning stakeholder expectations with institutional goals
- Delays in processing and interpreting large volumes of feedback data
- Limited coordination among departments for implementing suggested changes

Strategies to Overcome

- Establishing a centralized system for collecting and organizing feedback data
- Forming dedicated committees to analyze inputs and recommend actionable steps
- Enhancing inter-departmental collaboration to ensure smooth and timely implementation of improvements



Best Practice 3: Integration of ICT and Skill-Based Certificate Courses

Objectives of the Practice

- To equip students with digital and professional skills
- To enhance teaching competency through modern tools

Context

- Variation in students' prior knowledge and skill levels across different certificate courses
- Limited time to balance certificate courses along with regular academic schedule
- Difficulty in ensuring consistent participation and engagement of all students
- Resource constraints for conducting specialized skill-based training
- Adapting course content to suit diverse learning needs

Challenges Faced

- Inadequate digital competency among certain students
- Limited access to technological resources and infrastructure

Strategies to Overcome

- Designing courses with flexible and modular structure to accommodate different learning levels
- Scheduling sessions in a phased manner to avoid academic overload
- Encouraging active participation through practical activities, assignments, and demonstrations
- Utilizing available institutional resources effectively and inviting experts when required
- Providing continuous guidance, feedback and mentoring to support student learning outcomes

Certificate Courses	Organizer	Nature of the Programme	Duration	No: of participants	Objective	Learning Outcome
1.Sign Language	Dr M.Nandhini	SDP	February - May 2026	116 II Year Students	Sign Language certificate course is to provide learners with comprehensive knowledge and practical skills in sign language communication.	Demonstrate proficiency in expressive and receptive sign language skills.
2.Art & Communication for Classroom	Pedagogy of English		Sep 2025 - June 2026	20 I Year Students	Communication & Performing Arts certificate course is to enhance participants' skills in verbal and non-verbal communication techniques through performing arts	Demonstrate improved verbal and non-verbal communication skills
3.Basic Tamil	Pedagogy of Tamil			04 I Year Students	Teaching Basic Tamil Language certificate course is to equip	Demonstrate proficiency in teaching basic Tamil language

					learners with the essential skills and knowledge to teach basic Tamil language proficiency to beginners.	skills, including vocabulary, grammar, and pronunciation.
4.Google Mastery	Dr.T.Ponmalini Mrs.S.Catherene Nithya			19 I Year Students	Google Mastery certificate course is to empower participants with advanced knowledge and skills in utilizing Google's suite of tools and applications for professional and personal productivity.	Utilize Google's tools and applications proficiently for productivity and collaboration
5. Essential Vocational Skills for prospective Teachers	Dr.V.Ajantha			37 I Year Students	To develop core vocational skills necessary for effective teaching, including communication, classroom management and instructional planning.	Prospective teachers will be able to demonstrate effective communication techniques and apply basic classroom management strategies in simulated teaching scenarios.
6.French for Prospective Teachers	Rev.Dr.Alphonse Manickam			19 I Year Students	To introduce prospective teachers to basic French language skills for simple communication and cultural awareness.	Prospective teachers will be able to use basic French words and phrases for simple classroom and everyday communication



Best Practice 4: Competitive Exam and Career Readiness Training

Objectives of the Practice

- To prepare students for TET, CEET and Civil Service examinations
- To enhance career opportunities

Context

- High competition in teaching and government job sectors
- Need for structured exam preparation

Challenges Faced

- Inconsistent motivation levels among students preparing for competitive exams
- Difficulty in adapting to diverse examination formats and evolving syllabi
- Limited peer collaboration and academic support outside classroom hours
- Gaps in application-based learning and problem-solving skills

Strategies to Overcome

- Organizing peer learning groups and collaborative study circles
- Conducting orientation sessions on exam patterns and strategic preparation methods
- Arranging mentorship support from experienced faculty and alumni
- Providing exposure to model question papers and analytical practice sessions

Career Guidance Programme With Special Orientation On CEET - Competitive Examination Exposure Test

Date:06.04.2026



Best Practice 5: Holistic Development through Leadership & Value-Based Education

Objectives of the Practice

- To develop leadership, ethical values and social responsibility
- To promote overall personality development

Context

- Teachers as role models in society
- Need for value-based education

Challenges Faced

- Limited student ownership and initiative in participating beyond mandatory activities
- Difficulty in sustaining long-term interest and commitment in non-academic engagements

Strategies to Overcome

- Introducing activity-based evaluation to encourage consistent involvement
- Assigning leadership roles and responsibilities to students for better engagement
- Showcasing student achievements through institutional platforms to boost motivation
- Incorporating reflection journals to help students connect experiences with personal growth

**Internal Quality Assurance Cells (IQAC) of Loyola College of Education, Chennai
&**

St. Christopher's College of Education (Autonomous) Vepery ,Chennai-600007

Jointly Organized

A Special Talk on Leadership – Series 2 Online National Webinar

“Leading For Inclusion In Diverse Learning Ecosystems: Mindsets And Institutional Change ”

Date:25.02.2026



Best Practice 5: NSS–Beschi Educational Extension Services (BEES) – Evening Study Centre (St. Joseph High School)

Objectives of the Practice

- To provide academic support to school students from economically and socially disadvantaged backgrounds
- To promote social responsibility and community engagement among student-teachers
- To enhance learning outcomes of school children through guided study and mentoring
- To bridge the gap in educational access and support after school hours

Context

Loyola College of Education, rooted in Jesuit values, emphasizes service to society and the upliftment of marginalized communities. Many school students, especially from underprivileged backgrounds, lack proper academic guidance and a conducive learning environment at home. In response to this need, the NSS unit initiated the BEES Evening Study Centre at St. Joseph High School to provide structured academic assistance and mentorship.

Challenges Faced

- Irregular attendance of school students due to family and economic constraints
- Wide variation in learning abilities and academic performance levels
- Inadequate availability of learning resources and study materials
- Difficulty in ensuring sustained commitment from student-teachers
- Managing time effectively alongside the academic workload of B.Ed. students

Strategies to Overcome

- Designing a well-structured timetable with engaging and activity-based learning to improve attendance
- Providing need-based remedial instruction and personalized academic support
- Promoting peer-assisted learning and collaborative study practices
- Ensuring continuous supervision and guidance from faculty coordinators
- Conducting regular orientation and motivation programmes for NSS volunteers to sustain their involvement
- Mobilizing additional learning resources through community support and institutional initiatives



Best Practice 6: Title of the Practice: Water Management Practices

Objective of the Practice

- Effective Waste Management: Ensure the efficient treatment of 30 to 35 thousand liters of gray water daily, minimizing environmental impact and promoting responsible liquid waste management.

Context

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 gardening, contributing to the greening of the campus. This approach aligns with the institution's commitment to sustainability and environmental conservation.

Challenges Faced

- Maintaining consistent operational efficiency of the STP system
- High maintenance costs and technical requirements
- Ensuring continuous monitoring and quality control of treated water
- Limited awareness among stakeholders regarding water conservation practices

Strategies to Overcome

- Engaging professional agencies for regular maintenance and technical support
- Conducting periodic water quality testing and monitoring to ensure compliance with standards
- Promoting awareness programmes on water conservation and responsible usage

Best Practice 7: Title of the Practice: Systematic Feedback and Performance Evaluation Process

Objective: To establish a systematic process for collecting and analyzing feedback from students and staff, facilitating regular performance appraisals, and using insights gained to promote continuous improvement in educational practices and institutional effectiveness.

Description

- **Comprehensive Feedback Gathering:** Systematic feedback is being collected from students and staff on all college programmes to assess effectiveness and identify areas for improvement.
- **Data-Driven Analysis:** Feedback data is being analyzed to inform decision-making and enhance the quality of programs offered, ensuring they meet the needs of the college community.
- **Performance Appraisal Implementation:** Regular performance appraisals are being conducted for the Principal, teaching and non-teaching staff by the IQAC to promote accountability, recognize achievements and identify development opportunities.
- **Foster Continuous Improvement:** Insights gained from feedback and appraisals are being used to create a culture of continuous improvement, ensuring ongoing enhancement of educational practices and institutional effectiveness.

Challenges Faced

- Ensuring timely participation and genuine responses from all stakeholders
- Managing and organizing large volumes of feedback data efficiently
- Translating feedback insights into measurable and actionable improvements
- Maintaining consistency and transparency in the evaluation process

Strategies to Overcome

- Implementing structured digital and manual feedback collection systems for better accessibility and participation
- Assigning dedicated teams to compile, analyze, and interpret feedback data systematically
- Conducting periodic performance review meetings to discuss findings and plan improvements

- Establishing clear follow-up mechanisms to ensure implementation of suggested changes
- Promoting a culture of openness and accountability to encourage honest and constructive feedback

Outcome of the Practice

- Improved quality of teaching–learning processes through informed decision-making
- Enhanced institutional transparency and accountability
- Increased stakeholder satisfaction and engagement
- Continuous refinement of academic programmes and administrative practices

Best Practice 8 :Title of the Practice: Placement Tutelage Programmes

Objectives of the Practice

- To prepare student-teachers for successful placement in educational institutions
- To enhance teaching competencies, communication skills, and professional readiness
- To provide guidance for clearing Teacher Eligibility Tests (TET) and other recruitment processes
- To build confidence in handling interviews, demonstrations, and classroom situations

Context

With increasing competition in the teaching profession, student-teachers require structured guidance and training to meet the expectations of schools and recruitment boards. Many students may lack exposure to interview techniques, demo teaching skills, and exam-oriented preparation. Hence, the Placement Tutelage Programme is designed to equip them with the necessary skills and knowledge for career readiness.

Challenges Faced

- Differences in students' proficiency levels in subject knowledge and communication skills
- Nervousness and low self-confidence during interviews and demonstration classes
- Insufficient awareness regarding recruitment processes and eligibility examinations
- Limited time availability within the academic schedule for focused placement training

Strategies to Overcome

- Organizing systematic coaching programmes for TET and other competitive examinations
- Conducting simulated interviews, demonstration classes, and peer review sessions for practice
- Offering individualized mentoring and constructive feedback to enhance performance
- Inviting experienced educators and school leaders to provide career guidance and professional training
- Integrating placement-focused training sessions into the regular academic timetable



Best Practice 9: Title of the Practice: Conducting Creative Assembly

Objectives of the Practice

- To develop creativity, communication, and leadership skills among student-teachers
- To provide a platform for expressing talents through innovative assembly presentations
- To promote value-based education through themes like ethics, social awareness, and current issues
- To enhance confidence and stage presence of student-teachers

Context

Morning assemblies are an integral part of school culture, but they are often routine and lack innovation. As part of teacher training, LCE encourages student-teachers to design and conduct **creative assemblies** that go beyond traditional formats. These assemblies include skits, role-plays, multimedia presentations, storytelling, and thematic performances, making them engaging and meaningful for school students.

Challenges Faced

- Balancing co-curricular preparation with ongoing coursework and assignments
- Hesitation among student-teachers to express ideas creatively in front of others
- Limited exposure to diverse presentation techniques and formats
- Coordination issues while organizing activities involving large batches

Strategies to Overcome

- Allocating dedicated time slots specifically for practice and preparation
- Conducting confidence-building exercises such as ice-breaking sessions and small group presentations
- Introducing varied presentation styles like storytelling, debates, and thematic enactments
- Assigning clear roles and responsibilities within groups to improve coordination and participation



Best Practice 10: Title of the practice :Rural Immersion Camp

Date:12.06.2026

Place:AHAL,Kilpennathur

Objectives of the Practice

- To expose student-teachers to rural life and community realities
- To develop social responsibility, empathy, and commitment to service
- To understand rural educational challenges and socio-economic conditions
- To encourage experiential learning beyond the classroom

Context

Teacher education must go beyond theoretical knowledge and prepare future educators to work in diverse environments. Many student-teachers may not be fully aware of the living conditions, educational barriers, and cultural dynamics in rural areas. The Rural Immersion Camp is designed to bridge this gap by providing firsthand experience in rural communities.

Challenges Faced

- Difficulty in adapting to unfamiliar community lifestyles and practices
- Limited access to basic amenities such as internet, transport, and teaching materials
- Communication gaps due to differences in dialects and local expressions
- Challenges in engaging community members and gaining their trust

Strategies to Overcome

- Conducting awareness sessions to familiarize students with rural contexts and expectations
- Utilizing locally available resources and adopting flexible teaching approaches
- Encouraging interaction through community visits and participatory activities
- Establishing support systems through regular faculty supervision and peer assistance

Outcome / Impact

- Improved adaptability and problem-solving skills among student-teachers
- Greater understanding of rural education systems and community needs
- Strengthened interpersonal and communication skills
- Development of a sense of responsibility and social commitment toward under served areas



Best Practice11: Title of the practice:Sharing Love Towards Others During Christmas Season

Objectives of the Practice

- To inculcate values of love, compassion, sharing, and generosity among student-teachers
- To promote the spirit of giving and social responsibility during the festive season
- To extend support and joy to underprivileged and marginalized communities
- To nurture emotional and moral development in future educators

Context

Loyola College of Education emphasizes value-based education rooted in Jesuit principles. Celebrating festivals like Christmas becomes an opportunity to translate values into action. Through this initiative, student-teachers actively engage in outreach programmes such as visiting orphanages, old age home of Little Sisters of the poor and economically weaker communities to share gifts, food and time. This practice helps in fostering empathy and human connection beyond classroom learning.

Challenges Faced

- Difficulty in sustaining long-term engagement for outreach initiatives
- Limited awareness among students about community needs and social issues
- Challenges in effective distribution of resources to the right beneficiaries
- Managing coordination between multiple stakeholders and institutions

Strategies to Overcome

- Creating awareness programmes to sensitize students about social responsibility
- Partnering with verified organizations to ensure proper identification of beneficiaries
- Forming dedicated committees to manage planning and execution efficiently
- Scheduling activities in phases to balance academic and outreach commitments



Best Practice 12: Title of the practice:Publishing IQAC Newsletter (Yearly)

Objectives of the Practice

- To document and disseminate institutional activities, achievements, and quality initiatives
- To promote transparency and accountability in academic and administrative processes
- To highlight best practices, innovations, and success stories of the institution
- To strengthen communication among stakeholders including students, faculty, alumni, and management

Context

The Internal Quality Assurance Cell (IQAC) plays a vital role in maintaining and enhancing the quality of education in the institution. There is a need to systematically record and communicate the various academic, co-curricular, and extension activities conducted throughout the year. The yearly IQAC newsletter serves as a comprehensive report that reflects the institution's commitment to continuous improvement and quality sustenance.

Challenges Faced

- Difficulty in verifying the authenticity and relevance of submitted content
- Managing version control when multiple edits are made by different contributors
- Limited creativity in presenting content in an engaging and reader-friendly manner
- Ensuring equal representation of all departments and activities

Strategies to Overcome

- Cross-checking and validating information before final inclusion
- Using shared platforms (like collaborative documents) to manage edits efficiently
- Encouraging innovative content formats such as interviews, highlights, and success stories
- Allocating specific sections to different departments to ensure balanced coverage



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