



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		Loyola College of Education
• Name of the Head of the institution	Dr. L. Kulandai Theresa	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04428178415	
• Mobile No:	9442066445	
• Registered e-mail ID (Principal)	lcoechennai@gmail.com	
• Alternate Email ID	iqaclcoe2018@gmail.com	
• Address	Sterling Road, Nungambakkam, Chennai, Tamil Nadu	
• City/Town	Chennai	
• State/UT	Tamil Nadu	
• Pin Code	600034	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr. M. Caroline Maria				
• Phone No.	6383487158				
• Alternate phone No.(IQAC)	04428178916				
• Mobile (IQAC)	8754355400				
• IQAC e-mail address	iqaclcoe2018@gmail.com				
• Alternate e-mail address (IQAC)	lcoechennai@gmail.com				
3.Website address	https://www.lcechennai.edu.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.lcechennai.edu.in/aqar.html				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.lcechennai.edu.in/calendar.html				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.79	16/09/2011	16/09/2011	15/09/2016
Cycle 2	A	3.48	22/02/2017	22/02/2017	21/02/2022
6.Date of Establishment of IQAC			03/06/2008		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NIL	Nil	0	
8.Whether composition of IQAC as per latest			Yes		

NAAC guidelines		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Staff Orientation		
Student Orientation		
Teaching Aptitude Test for the First Year students		
Student Development Programme		
International Webinar		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Staff Orientation	Teaching and non-teaching staff become aware of their roles and responsibilities
Student Orientation	Aware of teaching profession & B.Ed. curriculum
Content Enrichment/Foundation Course	Enable the students to bridge the gap in their content knowledge and enrich technical skills
Mock Interview	Interview skills and mock interview
Student Development Programme	Learn to manage time effectively by prospective teachers
International Webinar	Enhance the creativity of teacher educators and prospective teachers in the new normal classroom environment and also to discuss on the challenges and prospects with 8 sessions by four abroad speakers and 5 Indian speakers
Staff and Principal Appraisal	Staff appraisal was done by self, students and Principal using Google Forms. Principal appraisal was done by self and staff using Google Forms
Non Teaching Staff Appraisal	Non teaching staff appraisal by self done by using Google Form
Curriculum Feedback from Stakeholders	Curriculum quality check and it bridge the gap between academics and placement requirements.
Academic and Administrative Audit	Quality assurance and enhancing the quality of academic and administrative activities in college
13. Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	11/02/2022

15. Multidisciplinary / interdisciplinary

To achieve the goals of NEP, our college drafts a roadmap for the integration of NEP 2020 capabilities. Discussions were held among management, students, and teacher educators to understand the draft and various aspects of the NEP. Curriculum and pedagogical diversity with technological innovation in teaching and learning, promoting logical decision-making and innovation, critical thinking and creativity. Loyola College of Education faculty uses a variety of innovative methodologies and techniques such as blended learning, team teaching, interaction and integration to provide future teachers with an interdisciplinary experience. During this pandemic, Loyola College of Education held various workshops to provide students with online teaching and learning training. Loyola College of Education is a TNTEU-affiliated college in Chennai. When universities create or provide curricula or policies to implement the interdisciplinary/multidisciplinary structure of new educational policies, we follow them. The college has already proposed and begun to implement infrastructure and plans sufficient to allow such facilities.

16. Academic bank of credits (ABC):

The Academic Bank of Credit concept has not yet been implemented by any of the colleges affiliated to TNTEU and Loyola College of Education is awaiting university guidelines on implementing ABC.

17. Skill development:

a) Loyola College of Education aims to educate teachers, not to train teachers. The value of professional education is well known and initiated by our institutions. Vocational training for students is an integral part of the curriculum. We also educate students to be men and women for others through programs such as mentoring,

English conversation etc. Soft skills are given training as a short-term certification course in the fields of value formation, character formation, health education, time management and personality management.

b) The vision and mission of our college aims to address the challenges of those left behind as much as possible. Constitutional values ??live from student selection during the admissions process to the end of study. Celebrating all religious festivals with the participation of all students promotes civic values. Involving students with disabilities prepares other students to understand their difficulties and develop a positive attitude to serve those in need. Technical educational goals drive us to adapt to the new normal.

c) Loyola College of Education train students based on the curriculum and guidelines of Tamil Nadu Teachers Education University. LCE offers Life Skills Certificate and Spoken English as additional credits for our courses.

d) To highlight students' talents, our teacher educators assign students different activities. Special trainers are invited to train and assess students' specific skills. Students undergo job interview training sessions that include resume writing, oral and written communication practice, and then take mock interviews with the help of external experts.

e) In addition to educational skills training, we provide a better platform for students to showcase their fine arts skills through talent search competitions, cultural activities, creative gatherings, club activities, and intercollegiate competitions. Because future teachers are very diverse linguistically and choose to speak English at intermediate level, we also offer short-term needs-based courses to improve their English skills.

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

Teaching in Indian Language

The college is practicing bilingual mode of teaching, in the bilingual mode one is vernacular language (Tamil) and other one is linking language(English).

The College management asked the faculties to take the classes in bilingual wherever necessary. The motive behind the bilingual mode of teaching is to bring-up learner with clear understanding of the concept under each Course. And there is no language restriction from TNTEU which is affiliation body of this college and it clearly specified the medium of instruction should be either in English or

Tamil Language.

The B.Ed. degree programme alone is provided in the institution, which is provided in the bilingual mode . All the Courses other than the pedagogy of English, under the B.Ed. Programme are provided in Bilingual. They are (i) Educational Psychology ii) Contemporary Indian and Education, (iii) Teaching and Learning, (iv) Language across the Curriculum, (V) Understanding Disciplines and Subjects (vi) Knowledge and Curriculum, (vii) Assessment for Learning, (Viii) Creating an inclusive School, (ix) Environmental Education, (x) value and peace Education (xi) Pedagogy of Mathematics, (xii) Pedagogy of Physical Science,(xiii) Pedagogy of Biological Science, (xiv) Pedagogy of Computer Science, (xv) Pedagogy of History, (xvi) Pedagogy of Commerce. And the Pedagogy of Tamil is provided in Indian classical language.

At present the efforts are being taken to preserve the classical language of Tamil through permitting our students to take part in the competitions like Tamil elocution, literary competition and essay writing conducted in other colleges as well as the above said competitions conducted in the institution and during cultural programme we encourage the students to perform dances in their own languages like Malayalam and Hindi thereby respecting multilingualism of our country.

At the time of teaching, distinctive efforts are taken by the faculties to add knowledge of the Indian tradition as additional knowledge to their content taught. The management also specially asked the staff to mention life time examples specifically the value of respecting others beliefs and their tradition, along with content teaching.

College is in the good practice of conducting separate section of class for students who opted to study in Tamil medium. Though the Tamil medium class strength is minimal in number the college never give up the practice of having separate class for Tamil medium, this practice carried in offline mode during this academic Year of 2021-22.

Indian Culture

The programme of "Food Mela" was conducted in the campus, were students from different pedagogy prepared the traditional "south Indian" and "North Indian" dishes which were sold to staff and students. College celebrates the traditional Tamil festival called "Pongal" in the campus. At the time of preparation for festival,

staff with the help of students put "Rangoli" (the ancient art of Indian community) in various places of campus. At the time of celebration of Pongal festival " Uri adi" the traditional game and "Rangoli" competition are conducted to boys and girls respectively . During cultural celebration students are encouraged to participate in traditional Art of "folk" and "Bharadhanattiyam" the classical dance of India.

Students have to follow the decent dress code of our Indian culture during the working days.

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

Describe the institutional initiatives to transform its curriculum towards Outcome-based Education (OBE)?

Loyola College of Education is affiliated with Tamil Nadu Teachers Education University. The institution abides by the curriculum and syllabus prescribed by the university. So, the institution designs its initiatives according to the syllabus. The Vision of Loyola College of Education is to have a "Holistic formation of human engineers with techno-pedagogical skills to develop a humane society". To accomplish this goal, Loyola College of Education organizes various seminars, orientation programmes, special talks, and workshops to carve prospective teachers with techno-pedagogical skills. Loyola College of Education concentrates more on the holistic development of prospective teachers. In this reflection, LCE trains the prospective teachers in Yoga, arts, drama, developing e-content, etc. to cope with the technological and competitive world.

Explain the efforts made by the institution to capture Outcome-based education in teaching and learning practices.

Loyola College of Education follows many approaches to analysis the process during the teaching-learning process such as

Internal Examination,

Class tests,

Seminar presentation,

Group Discussions,

Micro Teaching, and

Teaching Competency

These approaches comfort prospective teachers to enter their profession without any despair.

Describe any good practice/s of the institution pertaining to Outcome-based education (OBE) in view of NEP 2020.

Loyola College of Education competes to engrave human engineers. The institution constructs more possible ways such as

Internal Examination

Remedial classes

Micro Teaching

Creative Assembly

Spoken English

Internal Examination and Remedial Classes:

The institution conducts 2 internal examinations to check the outcome. Follow up as well as render support for the slow learners' remedial classes conducted. Necessary measures are taken to enhance their learning ability.

Micro Teaching:

Teaching is a skill-based profession. To keep an eye on skills, Loyola College of Education not only teaches skills but also trains them. Micro Teaching Workshop conducted for every batch. Teaching Skills were taught to the students by the teacher educator and every prospective teacher was allotted time to practice each skill.

Creative Assembly:

Creative Assembly was conducted by each department. In the timetable itself, an hour was assigned for creative assembly, in which prospective teachers showcase their talents and come out with different themes to create awareness and orientation about different topics. Creative Assembly articulates the leadership quality of the prospective teachers.

Spoken English:

Loyola College of Education emphasizes the importance of communication skills and trains them to enhance their teaching.

20.Distance education/online education:

Delineate the possibilities of offering vocational courses through ODL mode in the institution.

Loyola College of Education is affiliated with Tamil Nadu Teachers Education University, so far ODL mode is not possible. Planning is going on to conduct Diploma courses, Post-Graduation Diploma Courses, and Certificate Courses in the upcoming years.

Describe the development and use of technological tools for teaching learning activities. Provide details about the institutional efforts towards blended learning.

Loyola College of Education engages students through online platforms also. Teacher Educators at Loyola College of Education create Blog, and Google Classroom, and develop e-content for the benefit of prospective teachers. Study materials and presentations, question banks were uploaded in Google classroom as well as in blogs to study at their own pace. Online Quiz programmes and tests were conducted. Due to the pandemic, Teacher educators were ready to render support through online classes. Google Meet, Teams, etc. used to take online classes. Webex is used to conduct online seminars, special talks, and orientation programmes. Online Examinations conducted through online platforms.

Extended Profile

1.Student

2.1 Number of students on roll during the year	323
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	150
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File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	No File Uploaded
2.4 Number of outgoing / final year students during the year:	173
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	164
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	150
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	9034854
4.2 Total number of computers on campus for academic purposes	99
3.Teacher	
5.1	22

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	No File Uploaded	
5.2	22	
Number of sanctioned posts for the year:		
Part B		
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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Curriculum Implementation Planning Procedure at College Level</p> <ul style="list-style-type: none"> ◦ Prior to the academic year to begin Orientation programme was conducted to teachers related to handle the curriculum with proper planning and implementation. ◦ The prospectus designed by the Admission Committee disseminates information regarding the programmes and courses are communicated through College Website. ◦ Year wise (II Year) and semester wise (I year) Time Table is drafted and finalized well ahead of the commencement of the academic year and it is sufficiently mentioned two period in a week in the time table for Committee activities . ◦ Academic Calendar of the College is prepared every year in accordance with the academic calendar of the Tamil Nadu Teachers Education University. The details of programme outcomes, Course outcomes, Syllabi, weightage of internal and external examinations are communicated in the academic calendar of the college. <p>Curriculum Implementation Procedure</p> <ul style="list-style-type: none"> ◦ The college prepares Academic Schedule for both Non-Semester pattern for Second year and semester pattern for first year in accordance with the duration Schedule Guided by the university. ◦ The Institutions adopts different pedagogical methods in 		

curriculum delivery by extensive usage of ICT for teaching and learning.

- All the laboratories are replenished every year as per the requirement of the curriculum.
- Progress of the students is maintained and preserved by the respective teachers. Proper attendance is ensured by giving warning to the defaulters and by sending information to the parents.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.lcechennai.edu.in/plo.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

15

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

1.2.2 - Number of value-added courses offered during the year

1

1.2.2.1 - Number of value-added courses offered during the year

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

15

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

15

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

99

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

99

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File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each 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.

Vision of the institution is: "Holistic formation of human engineers with techno-pedagogical skills to develop a humane society". Based on this vision the institution provided varied experiences through the following activities,

Group Assignments and Presentation: Students were assigned group assignments and presentation to enhance their various technical and soft skills.

College day, Cultural Activities & Conducting Creative Assembly are the programmes help the students to acquaint programme specific skills along with event management, leadership, conflict management skills.

Group Discussions and Debates inculcate participative learning and improve communication skills, idea generation and presentation skills among learners

Cultural Integrity: Festivals like Deepavali, Onam, Pongal and Christmas were celebrated with great enthusiasm. These festival celebrations develop strong feeling integration among learners.

Moral values College promotes Values to students by inculcating values like truth, sincerity, hard work and generosity in every

activity performed

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Assessment systems and Norms & standards are taught to the teacher trainees by the faculties handling following subjects: Course 2: Contemporary India and Education, Course 5: Understanding Disciplines and Subjects, Course 8: Knowledge and Curriculum and Course 9: Assessment for Learning.

Visit to Little Flower Hearing Impaired and Visually Challenged School

Visit to St. Louis Institute for the Deaf and Blind

I Year B. Ed. Students divided into three groups visited Little Flower School on 22nd October 2021 and Visit to St. Louis Institute for the Deaf and Blind on the same day to observe the learning and teaching methodology used for the hearing impaired and visually challenged children.

The visit to special schools was arranged by the institution as Inclusive Education is a part of curriculum and also first hand experience would help the future teachers to identify, handle and teach students with special needs with confidence and learn the skills needed to handle special students

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Promotion of Creative Thinking: The college has always been active in the promotion of creative thinking among the students and to ensure the same, various strategies are adopted.

- Different clubs organize plenty of academic and extra-curricular activities in various fields like drama, debates & declamation; photography, creative writing and poster making Competitions.
- Students were encouraged to publish articles, poems, short stories in the college magazine.
- Induce Problem Solving Skills

Talks by eminent speakers -to prepare students to meet the challenges of the life boldly

Mentor- Mentee groups have been formed to deal with academic and personal stress related issues

Encourage Participative Learning

The college organizes different group activities as group discussions, exhibitions, inter college competitions, quiz contests, brain storming sessions, seminars, workshops, fine arts competitions, paper presentations, debate, poster making competitions, etc.

Lesson Plan and TLM preparation-Workshop

Enhances students' experiential learning as part of their training to become teachers.

Micro Teaching Workshop

Students enhanced the following skills, preparation skills, selecting appropriate teaching materials, distribution and organization, presentation, thrill of connectivity, annotation skills, enhancement, questions and answers, taking into account individual differences, gestures & movement use of teaching techniques etc.

Internship: Students learn school teaching related skills with this internships , these leads to enhancement of their professional skills

Short-duration Add-on Courses like spoken English was conducted to fill the gaps in knowledge and prepared students a competitive edge

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

150

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

115

2.1.2.1 - Number of students enrolled from the reserved categories during the year

115

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

1

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

1

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

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 Describe the assessment process 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, in not more than 100-200 words.

Orientation Programme

A Two-day Orientation programme on 17.11.2021 & 20.11.2021 was organised for the I Year students by IQAC. The topics dealt and the resource persons were

- Jesuit Education – Rev. Fr. Soosai Sebastian SJ
 - Communication Skill – Mr. Nandha
- Teaching Profession and B.Ed. Syllabus – Mrs. Caroline Maria
 - Teaching aptitude test – Dr. M. Caroline Maria
- English Proficiency Test – Mr. K. Nandha, Ms. Kezia and Dr. E. Karthikeyan

Concept Enrichment Programme

Date:22.11.2021-30.11.2021

To make the student-teachers familiarise with the basic concepts of concerned pedagogy subject.

Micro Teaching

Date:10.12.2021-17.12.2021

To enable the prospective teachers gain confidence in the use of the following teaching skills as well as to become effective and efficient teachers.

1. Skill of Introduction
2. Skill of Stimulus Variation
3. Skill of Explaining
4. Skill of Reinforcement
5. Skill of Questioning
6. Skill of Non-verbal Cues
7. Skill of Fluency in Communication
8. Skill of Closure

Foundation Courses

Date:22.11.2022-27.11.2022

To enable the prospective teachers to gain confidence in the use of the ICT.

One - to - one interaction

Rev. Fr. S. Sebastian SJ, Secretary, Loyola College of Education, is always engaging with students and making them feel at ease in our college.

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

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs;

Two of the above

Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

19:1

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Experiential Learning: Field Trips, Educational Tours, Micro Teaching, Mini Teaching and Macro teaching are some of the experiential learning methods followed by the staff.

Reflective Learning: Student-teachers at LCE are given reflective sessions on the concepts that were taught, topics they attended or the tests they have written. Some of the activities undertaken for reflective learning are: Journals, Guided Discussions, Presentation, Case Studies, Portfolios

Participative Learning: Some of the participative learning methods followed are: Think-Pair-Share, Brainstorming, Jigsaw Method, One Minute Paper, Group Discussion, Debate, Role Play

Inquiry Based Learning: In this method, the students are empowered to explore subjects by asking questions and finding or creating solutions. It triggers the curiosity of the student-teachers and establishes the ideal teaching-learning process.

Peer Assisted Learning: ?? Peer assisted learning is an important aspect of LCE's educational model. All students participate in a system of peer assessments for their discussions, assignments and practical sessions.

Project Based Learning: Projects help student-teachers work independently while demonstrating their skills & abilities but also work in teams learning collaborative skills, teamwork and group skills. LCE staff facilitate the projects given to the students which are assessed, evaluated and provided immediate feedback by the staff and the students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

323

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

1. Working in teams: Micro, Mini and Macro teaching, Club Activity, Creative Assembly, Daily Assembly, Mentoring Groups, Post- Examination Feedbacks
2. Dealing with student diversity: Every student comes from a different background and has unique capabilities and attitudes. So LCE provides mentoring support according to the different needs, abilities and capabilities of the students
 1. Staff contact with the Parents of the student.
 2. Celebration of various religious festivals, regional festivals and Cultures.
 3. Providing online and offline visual, auditory, and written reminders of assignments, procedures, and tasks for late bloomers
 4. Teaching according to the different learning styles of the students.
3. Conduct of self with colleagues and students: The Secretary, the Principal and Mentor staff will guide the students in professional decorum.
4. Balancing Home & Work Stress: Apart from Mentoring Groups and One-on-One session, seminars, webinars and workshops related to: Life Skills, Health Education, Yoga & Physical Health, Interaction with Transgenders, God Experience
5. Keeping oneself abreast with recent developments in education and life: LCE strives to keep the students acquainted with all the recent developments in relation to education and life. The institution provides students the opportunities to acquire the knowledge in all the fields of education and in life by conducting seminars, webinars and workshops.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations

Five/Six of the above

Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Case 1: Our staff, especially pedagogy staff have always insisted on developing creative Teaching and Learning Materials (TLM). TLMs have always been a part of the teaching routine. Teachers gain the attention of their students using such colorful and creative TLMs. Our student-teachers always try to seek out different ways to do working and creative TLMs. One such student-teacher was Jesulyn Divya N from the pedagogy of Mathematics (2020-2022 batch). Jesulyn's work has been very creative and colourful, which has attracted a lot of attention from our staff, the teachers and the students at the internship school. She still creates new TLMs, and posts them in her Instagram page that is dedicated to her TLMs.

Jesulyn's TLM Instagram Page

Case 2: Our student-teachers have been exposed to a lot of competitions and cultural events all over the world, to enhance their competitive spirit, teamwork, creativity, stage presence and confidence. To showcase this, our student-teachers participated in a programme to create the World Record organized by the Tamil Nadu Teachers Education University (TNTEU). Our students along with the guidance of the staff and the Principal, participated and demonstrated their debate skills online for the world to see.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1. SELECTION/IDENTIFICATION OF SCHOOL FOR INTERNSHIP

The schools which are found to be in close proximity . The ratio of student teachers per school for practice teaching is 5:1. The teaching practice lasts for 80 working days.

2. ORIENTATION TO SCHOOL PRINCIPAL

An orientation is given to the heads and staff wherein they are informed clearly on the process of internship and what are the requirements from the student teachers during the same.

3. ORIENTATION TO STUDENTS GOING FOR INTERNSHIP

Students are given an orientation programme which tells them about the do and don'ts, records and tests during their internship programme.

4. DEFINING ROLE OF TEACHERS OF THE INSTITUTION

The student teachers undergo their internship under the watchful eyes of the senior teachers in the school who act as guide teachers and mentors for them.

5. STREAMLINING MODE/S OF ASSESSMENT OF STUDENT PERFORMANCE

A comprehensive system of evaluation is followed during the process of internship wherein the student teachers work under the supervision of guides .

6. EXPOSURE TO VARIETY OF SCHOOL SET UPS

Students get a clear orientation by means of practice on the set up of a school they get experience on various curricular theories, the idea of individual differences, nature of children and various social problems .

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year**

173

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The teacher trainees are expected to write at least 10 lesson plans under the guidance of the teacher educators prior to intensive teaching practice. During the intensive teaching practice, the rest of the 20 lesson plans are corrected and checked by the mentors and teacher educators. The total number of lessons practiced are sixty. 10 lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the 60 lessons are observed by the guide teachers. Feedbacks are collected from guide teachers and heads of institutions by the teacher educators.

The comprehensive method of evaluation procedure is followed during the time practice teaching. Student performance evaluation is a major concern of our institution. The practice teaching is closely observed during the planning and execution. The lesson plans are carefully corrected and remedies are suggested. The classroom

performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to the teacher trainees daily. The feedback for each teacher trainee is collected from three different groups being the guide teachers, teacher educators and peer group.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

17

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

9

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

135

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

135

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

22.07.2021: FDP on Discerning Leadership; Theme: Commemorating the 500th year of Ignatian Enlightenment; Organised by Loyola Institutions.

30.07.2021: A Special online talk on "ST. Ignatius, A fire that kindles other fires", Organised Liturgy Committee, LCE

19.08.2021: Staff Development programme on "Revised NAAC Accreditation Framework" Organised IQAC, LCE.

05.09.2021: Imitating Jesus in Liberating Humanity, Organised by JHEC, Chennai province.

13.09.2021 to 17.09.2021: Workshop on "Presentation for the preparation of NAAC 3rd cycle of Accreditation of LCE (Criterion-wise) - IQAC.

18.09.2021: Orientation programme on contemporary School education in Tamil Nadu-LCERF, LCE

23.09.2021: Special talk on Prospects of NEP 2020- IQAC, LCE

28.09.2021: Staff Development Programme on Revisiting Job Descriptions of LCE staff - IQAC

30.09.2021: Seminar on "Action Research" Organised LCERF, LCE

07.10.2021: Webinar for staff of all the units of Loyola on "Roots and Wings of the Ignatian Charism"

16.10.2021 & 17.10.2021: Orientation to all the lay officials in various units of Loyola Campus organised by Fr. Jacob,SJ, Campus Ministry.

06.04.2022: Seminar for Teaching and Non-teaching Staff on the topic

"Protection of Children and Vulnerable adults from Sexual Abuse and Maltreatment" - Jesuit Province of Chennai.

23.04.2022: Special lecture on Envisioning a future for Higher Education in India, -Loyola College Society.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

1. Regular CIAs (Continuous Internal Assessment) : The CIAs are held a minimum of twice every year via online and offline. The question papers for the same are set by the respective subject staff members.
2. Seminar: Individual or Group Seminars are evaluated on the basis of Presentation, Content, Communication, Organization & Integration
3. Micro and Mini Teaching: Micro and Mini Teaching Practicals are teacher training techniques practiced worldwide, providing the student-teachers an opportunity to perk up or enhance their teaching skills . With proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.
4. Assignments: The assignments are given to the students in order to enhance their deductive and inductive reasoning on the topic given.
5. Project Work: Project Work will be done in groups and it is evaluated on the grounds of Content Knowledge, Collaboration & Teamwork and Integration of Technology
6. Quizzes: Quizzes are held within the classroom by the respective subject staff which can help students to practice existing knowledge while stimulating interest in learning about new subject matter. .

The syllabus of the course and its CLOs and the question paper pattern is discussed with the students by the subject teachers .

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Loyola College of Education is committed to providing a congenial atmosphere for learning and personal growth of students. All the examinations are conducted in a fair and transparent manner without scope for any grievances from the students.

- 1. Student Grievance Cell:** There is a separate/Statutory committee for addressing the grievances of the students. There is also a Grievance Box in the institution, where the students can drop in their complaints.
- 2. Mentoring Sessions:** The Student-teachers can put in thoughts to their respective Mentors, who can also take in such

grievances.

3. 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.
4. Online Complaints: The student-teachers are also encouraged to send grievances through online mode, i.e. by using Whatsapp, Gmail or even in GCR.

After receiving the complaints, the Grievance Cell deliberates the issues and will be taken to the Management if required. If a complaint regarding examination is to be received, the Grievance Cell collaborates 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 staff and the students of the institution.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

There is a separate committee for the Academic Calendar. LCE's academic calendar is made in line with the academic calendar of TNTEU (Tamil Nadu Teachers Education University). The college carries out effective planning to stick to the planned and formatted academic calendar. In accordance with the examination dates given by the university, our institution fixes dates for internal evaluation (i.e. two internal assessments & a model examination) every academic year. The Teaching Practical sessions (Micro Teaching & Mini Teaching) and the Teaching Practice (Macro Teaching) of the student-teachers are also planned prior to the commencement of every academic year.

In addition to this, the committee also frames the dates for various programmes for formative evaluation. ??By following the

institutional calendar, every Staff member handling Pedagogy papers and Education papers create their own internal calendars. The students are given enough time before the examinations to prepare and practice the concepts. In case of sudden change in Academic calendar,

1. The university communicates the modifications to the respective colleges. It is mandatory to follow the Academic calendar given by Affiliated University.
2. The Institution discloses the changes to all the students shortly via online and offline modes.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Programme consist of Theory and practical courses as prescribed by Tamilnadu Teachers education University. PLO was framed by the institution, so as to achieve the vision and vision of the institution. Choices based credit system option provide space to the student teacher to select their own interested courses, apart from some compulsory courses and all courses has specific separate CLO which is sited in the university website too.

Faculty members involved themselves in achieving these PLO s among students. First year students come under the semester pattern system and second year students follow their previous non semester pattern of examination. Faculty members evaluate the achievement of CLO with their various assessment methods which includes discussion with the student teacher, class test and continuous internal assessment test.

Variety of cultural and academic activities conducted in the academic year by the institution helps in achieving the PLO for students. PLO and CLO played vital role in achieving the Mission and Vision of the institution.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Student teacher undergone with various evaluation system and training programme. One-week Micro teaching training programme was conducted for the first-year students. Students were divided into small group and all the skills were practised by them in which faculty members done their work meticulously in order to achieve the targeted skill of that day. Simultaneously second year student undergone 80-day internship programme in various schools as per university norms, which skilled them professionally and got hands on experience from schools.

Both first and second year undergone Continuous Internal Assessment (CIA) to get deep knowledge towards their course and programme. Examination committee took in charge, planned and executed CIA and Model examination for the students.

Seminars were conducted by the students which paved way to get deeper knowledge towards Education and in their Pedagogy subjects. Topics were given by the faculty based on the individual level of students. Student presented their seminar in their respective periods with power point presentation to their own peer group.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

323

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

To identify the need of the students and to facilitate them with the program, first year student undergone two days orientation program in which faculty members given various content enrichment course on hour basis. Entry test was conducted for students to identify their areas of weakness and knowledge towards the course. Discussion session was held to find their needs.

Micro teaching helps the student teacher in internship programme in various schools. They were provided with the exposure of Demo class with the subject teacher before their training programme.

English proficiency test held for students helps them in developing their professional skills. This proficiency test improved their English communication skills in their placement cell programme.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/e/1FAIpQLScU12Jq1R4i4_qd_2edKEtUzcilOxnB7B0Gianlu5WgucTCJQ/viewform

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Three of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

5

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

8

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

0

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

0

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

7

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

1757

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

NIL

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

8

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

8

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

NIL

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Loyola College of Education has requisite infrastructural amenities for academic functions as per the norms of NCTE. The college campus is extended in an area of 1 acre 20 cents out of 2 acres and 37 cents together with the total plinth area of 28,471.94 sq ft. LCE possesses 13 classrooms with ICT and Wi-Fi facilities. Labs for computer, language, psychology, physical science, biology, and mathematics enhance academic performance. Infrastructure encompasses the Aruppe auditorium, IQAC office, Placement cell, COE room, health room, Female and Male lounges and Staff Room. The Ground floor consists of Secretary's room, Principal's room, Office room, Male staff room, Wellness room, Sports room, Female staff room, multipurpose hall covering an area of 9017 sq ft. The First floor covers the hall, Library cum reading room, Computer Lab cum Language Lab, Tamil, Commerce and Computer classrooms in 9727.47sq.ft. The Second floor comprises Biological Science classroom and Lab, 4 Smart Classrooms, Female lounge, Psychology Lab, Mathematics, Physical Science, History classrooms in 9727.47 sq ft. LCE is equipped with 99 systems (administrative office-9, student-teachers- 74 and faculty use- 12). Playgrounds covering an area of 12,29,900 sq ft are common for all the educational units of Loyola College.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.lcechennai.edu.in/infra.html
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

108.42

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

Loyola College of Education's library owns the Integrated Library Management System. (ILMS). The institution has been utilizing the latest updated AutolibVersion 1.0. The digital library helps to make the teaching and learning process effective. The software facilitates and computerized transaction of books makes the library access easier and allows to manage the library records systematically. Online systems enforced in the library and library resources aids the students to utilize resources beyond their reach. Due reminders are sent through registered mail and through SMS alerts. Using this, they may search for books, check the issue details, new additions to the library and so on. Our college also endeavors the facility of Nonvisual Desktop Access (NVDA) software which is a free "screen reader" that empowers visually impaired people to use computers. It reads the text on the screen in a computerized voice. NVDA provides the key to education for blind students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.lcechennai.edu.in/library.html
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Teachers and students can avail the website page for remote access. Every student and teacher possesses his/her own login information. On that specific page, users can access the OPAC (Online Public Access Catalog) and observe their transactions. LCE has tie up with Loyola College's centralized library in using the remote access. Students are provided access to use digital databases which stipulates access to numerous online resources. Remote access e-databases are being used in the library. EBSCO, reliable information for all

kinds of research, affords access to more than 6000 journals and 1,10,000 E-books. This could be used by anyone through registered mail id and password. Proquest, similar to EBSCO, consists of resources related to management. Magzter, the world's largest digital newsstand, provides access to more than 3000 diverse magazines in various languages. DOAJ (Directory of Open Access Journals), which is an extensive index of diverse open access journals from around the world, helps to access research journals and articles on various topics. National Digital Library of India paves the way to access broad knowledge of all concepts, which is highly useful for budding teachers. Students can access these databases through their unique login ID details.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration

**for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.28

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

285

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1KdSDjgTxTEhG7U9nsHJJ31KmQ-SI46Ut/view?usp=share_link
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The Institution updates ICT facilities periodically. Our centralized Wi-Fi facility enables everyone to access the internet constantly. They receive 2GB daily with 100 mbps. All classrooms are equipped with ICT facilities to enhance teaching and learning. It drives the process of learning much more interactive, student- centered and enjoyable. Our digital library, computer, and language lab assist to develop techno-pedagogical skills. Digital tools like biometrics,

CCTV, digit clocks, and smart boards are available. 5 GA-H81M-S-MB, 5 SMPS, 1 Gen processor, 7 Green board, 3 computer table with keyboard, 1 Lenovo laptop ,10

Lenovo desktop, 10 Lenovo monitor, 20 USM mouse, 2 RTS presentation mouse, 1 Canon printer, 1 MS office, 1 A-FLEX-NUCM-MC/NU cloud meetings, 6 set PS500T speakers, 2 IP camera 2MP, 25 Data cable, Interactive whiteboard, Dynamite, 3 Epson projector, 2 projector Screen, 3 Terabyte HDMI cable 15m, 3 Ox wall mount stand are purchased in 2022 . The Cisco Webex platform is bought for webinars, online teaching, and meetings. Training is provided to use it. The ICT committee takes responsibility for updating and using ICT facilities.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.lcechennai.edu.in/studymaterial.html
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://www.lcechennai.edu.in/studymaterial.html
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

10.01

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The institution has determined systems and procedures for maintaining and utilizing infrastructural facilities. The secretary

of the college tends to take care of all the needs and maintenance of college assets. Every year the management expends a lot for maintaining the physical, academic and support facilities. Roads, gardens, classrooms, staff rooms, washrooms and floors are mopped and cleaned at regular intervals of time. Technical complaints and other repair works of college infrastructure and other support facilities are brought into management's attention and are carried out immediately. Psychology laboratory, Science laboratory, Computer lab, ICT lab, Language lab and classrooms are furnished with upgraded equipment and software based on the need of the students. Good number of books is purchased each year and well maintained by the librarian. Sports equipment is periodically revamped and new equipment is purchased. Upgrading software and purchase of new software and hardware are taken care of by the Computer Science Faculty. Annual Maintenance Contract (AMC) is taken for repairing and maintenance of property used by the college in order to ensure the quality of product and process. Inventory audit reports are maintained properly that helps to enrich the physical, academic and support facilities.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.lcechennai.edu.in/downloads/SystemProcedures.pdf
Any other relevant information	View File

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

Four of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Four of the above

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
93	173

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

7

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

6

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Students' Council of our college is a congress of elected representatives from all Pedagogy of the students, based on the rules & regulations framed by the College. The council accords due representation to serve as a bridge between the management and students; assist the management in all activities. This is ensured through regular meetings between the principal, council coordinator, members, and students where concerns, interests, and suggestions are received. It constantly acts as a liaison between the students and the management. The council is entrusted with organizing a number of curricular cum co-curricular activities on campus. It includes the conduct of intramural sports and cultural competitions, Christmas, Pongal, Teacher's Day, College Day, and other common celebrations. The council members occupy a share in the committees such as IQAC, planning and evaluation committee, students' welfare committee, and women's cell. Thus, the council is one such platform whereby proactive thinking, planning, and cooperative actions are initiated and the rest of the student community is expected to imbibe the same spirit of pro-activism.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

57

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Response: Alumni Association is non-registered, but it functionally contributes to the development of the institution.

The alumni association of LCE serves as a conduit between the institution and its alumni. The alumni make up an integral part in maintaining the standards of the institute and provide valuable service for the institute. They are the ones who showcase the vision and mission of the institute through their work in the individual schools and other institutions. The alumni of LCE contribute to the events in the institute wherein the alumni are invited and serve as judges for the events in the campus and also they serve as resource persons for topics where they can significantly utilise their knowledge and share their their valuable experience for the benefit of the student teachers in the making in the institute. The alumni also during the time of Christmas organise along with the members of the student council of the institute a Good Samaritan Programme where in the Alumni, students and staff contribute things for the needy. The things that are collected are given to various places like old age homes, schools for the differently abled and homes for the sick and poor.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	One/Two of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni association of LCE is constantly involved in college activities. The main goal of the association is 'to serve' the management, faculty, and alumni of the institution. The alumni keep in touch with the institution via mail, Facebook, and Instagram. The alumni are invited to participate in the campus placement conducted

by the placement cell of the college. The alumni of the institute are also invited to judge the various cultural programmes & sports competitions that take place in the institute. The alumni constantly provide their valuable feedback on the changes that take place in the institute. The alumni are informed via WhatsApp groups on the changes that are undertaken by the college and are constantly updated about the key decisions of the management. Successful alumni are invited to give lectures.

The alumni association every year in the spirit of Christmas conducts Good Samaritan Charity in which the alumni of the institute along with the current students, faculty, and management of the institute contribute things like toiletries, blankets, stationeries, etc. this is undertaken by the association and is collected in the college premises and the things which are collected are then distributed during the week.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

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

The reflection of the mission and vision in the administration of the College in ensuring:

1.Preparation of Action plan

Action plan match the achievement of the mission of the institute, disseminate the vision and mission to all stakeholders and involve them in the development of operational principles. The principal prepares the action plan in collaboration with the teaching staff to

review the results of the implementation of the action plan at the meetings of the operational committees and, if necessary, makes changes to the action plan .

2. Communication with stakeholders: The Principal ensures that all stakeholders are involved in various activities. The principal, in collaborates with various stakeholders for decision and planning.

3. Strengthen the culture of excellence: To strengthen the excellence of the culture, vision, mission, short and long-term goals, the action plan is open to all stakeholders for suggestions, necessary training is organized for teaching and non-teaching staff and encourages team building and teamwork to create a healthy work culture.

4. Participation of teachers: Through participatory management, faculties are involved in various decision-making bodies of institutes

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The academic and administrative responsibilities of the college are performed by Principal, IQAC Coordinator, Examination Coordinantor, Internship Coordinantor and other Committees . Since decentralization leads to efficient management, all tasks are planned and executed by forming various committees and delegating necessary powers to ensure the cohesive functioning of the college. Coordinated work ensures smooth work of college and distribution of responsibilities at different levels.

The IQAC initiates developmental plans by convening meetings with all teaching faculty where they represent the views of students and their own ideas on academic and non-academic aspects.

The Internship Committee meets the stakeholders where the student representative, Heads of schools discusses issues collectively to sustain quality in all academic and non-academic activities of the college.

PTA meeting is held in the beginning of the academic year to discuss about academic plan with parents and suggestions are invited from the parents for the betterment of the college.

Alumni meetings are conducted by the Alumni Association to collect constructive feedback regarding improvement in academic and non-academic activities.

The Students Council meetings are convened periodically to review the academic and non-academic activities of the college

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

1..Financial transactions

The accounts of the institution are kept as current accounts on a daily basis. Income and expenditure information is subject to internal audit by a qualified accountant. The accountant of the college prepares the institutions income and expenditure data for further submission to internal audit through the appropriate channel (college secretary) and this process takes place every three months.

2. Academic Functions

Various committees namely IQAC, Placement Committee, Internship Committee, Admission Committee, Examination Committee and Time Table

Committee have been formed in the college for smooth academic functioning. Admission is completely transparent. Allotment of the subjects is according to the schedule, the teaching and learning process is carried out. Internal and university exams are conducted according to the university schedule. The annual academic plan is prepared and printed in the Academic calendar at the beginning of each Academic year .Academic plans are discussed in staff meetings and schedules are prepared and responsibilities are delegated to different committees.

3. Administrative functions:

To ensure effective management, we have a participatory management mechanism. IQAC oversees the improvement and promotion of the quality culture of the college. Various committees are formed to carry out administrative tasks. Teaching and non-teaching staff are adequately represented on these committees. Students are represented in the student council.

4. Other Functions

Students Grievance Cell along with the Principal takes care of the students issues.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

As per the vision and mission of the college, it assured holistic education to the students. To enhance the techno pedagogical skill to the future teachers, the institution planned to have a separate e- domain for the teaching and learning process.

The initiative of the college towards ICT integrated teaching aimed at equipping teacher educators in using digital tools for teaching-learning and assessment. It enables the teacher educators to be

updated in educational applications to reach learners beyond boundaries. The college has been organizing training for staff to get trained in recent developments of the Technological and Pedagogical Content Knowledge and preparation of e-Content. institution provided training programme to prepare e-content and plan to be uploaded in the website. The teaching faculties of our college also serve as resource persons in those training programmes to train other college teachers.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.lcechennai.edu.in/igac.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Through the practical experience of management, Jesuit Management has been designed in a scientific and transparent manner to obtain the best results from it. Hierarchical clusters were created from top management down the level to clearly delineate duties, responsibilities, accountability, and powers at each stage. Loyola College of Education has a broad Vision and Mission that focuses on an innovative approach to quality teaching, so as to bridge the gap between school, society and academia. The college follows a democratic and participatory approach to governance for achieving its goals. All stakeholders participate actively in the administration of the college. The college has a well-structured administrative and academic setup to consistently improve the quality and standard of education transmitted and to achieve excellence.

The objectives and functions of the committees are organized according to the instructions of the head of the institution -Principal.

Administration Committee

*Finance Committee

*Purchase Committee

Academic Committee

- * Admission Committee
- *Selection Committee
- *IQAC
- *Examination Committee
- *Placement Cell
- *Internship Committee
- *ICT Committee
- *Time Table Committee
- *Students Grievance Cell Committee
- *Internal Complaints Committee
- *Mentoring Committee
- *Discipline Committee
- *Academic Calendar

ADMINISTRATION COMMITTEE

File Description	Documents
Link to organogram on the institutional website	https://www.lcechennai.edu.in/organisational.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and

Five/Six of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Committee coordinator conducts meeting with the committee members whenever the committee related programme going to perform. The decision made in Admission committee like "Students from marginalized community - Dalit Catholics, tribal, widows and first generation learners -are given preference in admission", have successfully implemented.

Examination Committee successive meeting for CIA-I and Model exam with the decision related to Date of exam, Time, Duration, and question paper setting are successfully implemented. Internship committee meeting has come with the decision on selection of various schools, Students allotment to different school are successfully implemented. IQAC committee meeting with the decision to conduct orientation programme to staff and students are successfully executed.... And other various committees are successfully executed their decisions.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

During the Academic year of 2021-22, teaching staff and non-teaching staff received the loan amount of Rupees 30000/- and 20000/- respectively for their personal needs. During the Christmas season; Sweets and a wall calendar of the next year had been provided to both teaching and non-teaching staff.

A unit Water dispenser is available in staff room and office room for the purpose of providing clean and pure drinking water to both Teaching and Non-teaching staff. Unlimited internet access is provided to both Teaching and Non-teaching staff. Management maintains the service of provident funds to both teaching and non-teaching staff.

Every year teaching and non-teaching are given increments in salary every year.

15 days of medical leave is provided for the staff.

Free wifi facility is provided to the staff.

Financial assistance is provided to faculty to participate in training programmes, Seminars, workshops, conferences.

Deputed to attend faculty development programs.

Permission granted to faculty to serve as resource persons.

Support and help to participate and present papers at international conferences abroad.

On the Teachers Day celebration, every teaching and non-teaching staff are given gifts by the management

Sports events are conducted for faculty on sports day and prizes are awarded.

A conducive working environment is provided in the campus in the form of Physical Infrastructure.

Separate workspace for faculty.

Separate restrooms.

A separate vehicle parking lot for faculty.

Library with computer and internet facility

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance appraisal system is an effective and vital mechanism in any institution that helps to provide relevant information about the employee skill, knowledge and overall performance through assessment.

Academic staff is assessed through the Electronic (Google form) feedback form given to student-teachers at the end of every academic year and report of performance score of the staff are carried by IQAC and made available to management and staff members.

Staff Appraisal was done by self, students and Principal using Google Forms. Principal Appraisal was done by self, students and staff. Non-teaching staff appraisal was done using Google Forms.

The Father Secretary meets each and every staff personally and appreciates the good work and gives suggestions about how to mitigate their weak performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institutional accounts are maintained on daily basis as current account. The details of income and expenditure are subject to internal auditing by a qualified Chartered Accountant. The details of income and expenditure of the college is prepared by the accountant of the college for onward transmission to the internal auditing officer through proper channel (Secretary of the College) and this process is taking place once in three months. If at all any clarification or objections from the auditing officer, then the accountant will give necessary clarifications through proper channel. The entire system of auditing comes under the follow up of the Campus Treasurer Office.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college raises fund from the only source of fee collection from students. The finance committee is headed by Fr. Secretary, Accountant, Treasurer and Governing Body. Before preparing budget for next academic year, the staff members were asked to give their requirements relevant to lab, class room or staff room enhancement in write-up. The budget is presented before the Governing body for its approval. Income and expenditure are closely monitored by the Treasurer office, Campus Financial Officer and the Father Secretary.

Other than regular sources and meeting out the routine needs, any special needs for creation of permanent structures in the campus or any capital expenditure which arises out of new developments are to be authorized by the Governing Body with the approval of Rev. Father Rector, the Chairman of the Governing Body.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices .

IQAC quality initiatives are

1.Student Orientation

-Input session on Prospects of NEP 2020.To make the students become aware of NEP2020

-Teaching Profession & Orientation on B.Ed.Course.To give awareness about teaching profession & B.Ed. curriculum

-English Proficiency Test.To Identify the level of English Proficiency

2.Teaching Aptitude Test-Entry level Test

3.Content Enrichment /Foundation Course.To enable the students to bridge the gap in their content knowledge and enrich technical skills.

4.International Webinar -Enhancing creativity in the New Normal classroom environment :Challenges and Prospects

To enhance the creativity of teacher educators and prospective teachers in the new normal classroom environment and also to discuss on the challenges and prospects with 8 input sessions by 4 abroad speakers and 5 Indian speakers.

5.Student Development Programme

*Time Management

* Transformational Leadership

6.Staff Development Programme

Input session on Revised NAAC Accreditation framework

7.Staff and Principal Appraisal

Staff appraisal was done by self, students and Principal using Google Forms. Principal Appraisal was done by self, students and staff using Google Form .

8. Academic and Administrative Audit

9. Curriculum Feedback from Stakeholders

* Internship School Heads

* Students

* Alumni

* Teachers

* Employers

10. Submission of AQAR

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed in the website and circulated in the college and strictly followed. First year students have to compulsorily attend the orientation programme in which they are made aware of the teaching profession & orientation on B.Ed. course. All students are also given a guided tour of the campus and the various facilities.

Academic Initiatives:

Facilitating the creation of learner centric environment conducive to quality education. Active learning to promote/incorporate strategies in our curriculum and transform classrooms into exciting dynamic learning environment. To encourage effective collaboration (especially in case of large classrooms) small group discussions/ peer to peer discussions be organised.

Research Initiatives

Action Research prepared by the students

Arrangement for feedback response from students, teachers, alumni and parents on the curriculum. Based on the feedback obtained, faculty members provide inputs for curriculum revision. The feedback on teaching, which is essentially formative, is communicated to the individual teachers.

Development of mentoring system which promotes teacher student interaction and helps in measuring the learning levels of the students to some extent and maintaining the records.

Organization of Faculty Development Seminars, Talks, and Workshops on quality related themes.

Preparation of AQAR as per guidelines and parameters of NAAC

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

10

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.lcechennai.edu.in/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.lcechennai.edu.in/agar.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

For first cycle

Annual evaluation system is followed to evaluate teaching learning process. The internal tests and other different modes of internal assessment are conducted in the semester pattern of examination, motivate the students to take up the academic activities seriously. The slow learners are identified and encouraged to follow new techniques of learning. The academic quality of each student was monitored through mentoring. Various workshops, seminars and guest lectures were organized to expose the students for different academic and co-academic programmes. Combined with ICT skills the students are motivated for innovative teaching-learning process. The students are encouraged to use the book bank for preparing TET exams. Students were trained to develop leadership skills through student's council.

For second and subsequent cycles:

Institution focused on adding more number of quality books in various educational areas in the Library. Online access of books also provided to the teaching and learning process Content enrichment programme were conducted in order to enhance the personality development of the students and value added courses like spoken English course was provided to increase the communication skill of the learners. Loyola college of education constructed as a ICT enabled campus. Cisco Webex were updated for the betterment of the teaching learning process and online programmes. Staff attended many conference through online. Training is given to the students to prepare teaching aids. Techno-based teaching is practiced to make teaching effective

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Loyola College of Education has taken various initiatives to conserve energy. The campus is fully equipped to produce the maximum possible alternate energy by utilizing natural resources. The alternate energy production is done through the solar panels installed at various units of the campus. The electric power produced through the solar units is used for the power needs of the campus.

Having realised the importance of promoting the need for energy conservation, the prospective teachers are instructed to do the following in order to characterise this value.

1. Turning off lights, fans, and other electrical and electronic equipment when not needed.
2. Use of compact fluorescent lights (CFLs)
3. Computer should be used when needed.
4. Setting computers, monitors, and copiers to use sleep mode instead of standby mode.
5. More use of water cooler for cold and hot water rather than the refrigerator.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Sewage Treatment Plant

LCE treats 250000 litres of sewage water through the Bio culture treatment daily. Loyola ERI has a special facility for testing the treated water every month. Treated water is pumped for 6 hours a day for watering the greeneries.

Bio-waste Management

Our college utilizes 575 to 750 Kg of bio-waste from the campus daily for the production of manure and biogas. The collected waste is introduced into the bio-digester. The average production of methane gas is 50 kg daily and is utilized for kitchens.

Organic Leaf Waste Management

Approximately 500 Kg of green waste is collected on the campus every day. Leaf waste is used to make organic manure and is utilized to feed the plants on the campus. The classrooms and the campus are cleaned twice a day. Different coloured dustbins are used to collect waste by a team of personnel on campus every day. The restrooms are cleaned periodically to maintain neat and tidy for staff and students.

The broken and non-usable furniture is collected for repairs as well as restoration to the carpentry inside the campus. The maintenance team is collecting the electric and electronic items and various items for repairs and restoration.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Four of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

usage/ reduced wastage	
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p> <p>The Loyola College of Education is dedicated to maintaining cleanliness, sanitization, greenery, and creating a healthy, pollution-free environment. The LCE maintenance staff regularly sanitises the restrooms, classrooms, and common areas. The college has a set of cleaning supplies for each room. Dustbins can be found everywhere on the college campus, both inside and outside of the classrooms.</p> <p>As precautionary measures in accordance with the Covid-19 SOP, sanitizer stands have been set up at the entry. We promote the usage of bicycles and electric vehicles among our students and staff in order to maintain a pollution-free environment. Single-use plastic is not permitted on college property. The college has also set up a programme called "Go Green" where students participate in a variety of eco-friendly tasks like planting trees.</p>	
File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded
<p>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants</p>	<p>Three of the above</p>

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.23

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The LCE constantly takes social, environmental, and local issues seriously. A huge contribution of 30 Lakh(1 lakh contributed by Loyola College of Education) was offered by Loyola College Society, Chennai to the Chief Minister of Tamilnadu as the Covid-19 Relief Fund. People with different racial, ethnic, cultural, and linguistic identities coexist peacefully in India, a nation with a multi-ethnic culture. Therefore, it is crucial to keep a welcoming environment and to educate kids about the environment, resources, and community pragmatism. Considering this viewpoint, LCE makes an effort to uphold harmony and foster goodwill among its students by giving them exposure to feel real-life experiences through visits to the schools of children with special needs. During their visit to the "School

for Visually Impaired, Hearing Impaired, and Mentally Retarded," the students and staff gave the residents gifts, as well as lunch and sweets, and chocolates. The organisation gave the needy money, clothing, and food supplies. Each and every student participates completely in national development events, national festivals, awareness marches, and government and non-government initiatives, along with faculty members. On the college campus, an information board with messages like environmental awareness, resource use, social harmony, solidarity, and moral values reminds the responsibility of every individual.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Title of the practice:

1. Creative Assembly

Objective of the practice:

- To enable the students to realize the need of conducting a morning assembly in a creative way
- To ensure the participation of every student of the particular pedagogy in its turn
- To bring out the creative potential of the prospective teachers

Loyola College of Education always aims at excellence which is not destiny. Once in a week, the prospective teachers are given an hour to conduct the morning assembly creatively by choosing a theme of their interest. This allotment is given to each of the 8 pedagogical groups. The students are allowed to decorate the stage, programs to perform, the inclusion of modern technology in presenting the news, and so on. At the end of each creative assembly, feedback is provided to the team of student teachers by Fr. Secretary, the Principal, Teaching faculty members, and fellow students. The

creativity of the students is praised and also constructive feedback is given for the betterment of the future.

Title of the practice:

1. Online - Talent Search Competition

Objective of the practice:

To enable the students to become aware of different potentials

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Loyola College of Education assures students to give quality education to boost their intellectual and professional ability by using techno-pedagogical skills. The main motto of the faculty working in this institute is to guide the students in their all-around development and to nurture their innate talent and abilities. The college also tries to enrich the student's cultural activities and games and sports. The college prepares learners to be self-confident citizens with perseverance, patriotism, and humanity. The main aim of the college is to empower our future generation academically and this is well evidenced by the success of some students. Even though we had so many challenges during the Covid-19 pandemic, our college has never compromised with the efforts to enhance the academic and professional performance of the prospective teachers, resulting in the highest level of academic excellence in the university examination.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded

