YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution **Loyola College of Education**

- Name of the Head of the institution **Dr. L. Kulandai Theresal**

- Designation **Principal**

- Does the institution function from its own campus? **Yes**

- 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. A. Jasmine Christy**

- Phone No.   **9444845159**

- Alternate phone No.(IQAC)   **04428178916**

- Mobile (IQAC)   **7010031228**

- 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/PMMMNMTT 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

- Upload latest notification of formation of IQAC

[View File]

9.No. of IQAC meetings held during the year   **5**

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

- (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**

- If yes, mention the amount

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

Student Development Programmes

Staff Development Programmes

Submission of AQAR

Academic And Administrative Audit

Green Audit

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	**Enhance team spirit and research skill**
Student Orientation	**First Year students feel more comfortable and confident in their new environment, and it can give them the tools and resources they need to succeed**

Content Enrichment/Foundation Course	Students gain confidence and skills
A Special Talk on Transformation of Higher Education Institutions to Multidisciplinary Institutions	Staff gain knowledge about UGC guidelines regarding the transformation of higher educational institutes into multidisciplinary institutes
Submission of AQAR	• Gain clarity and focus on institutional functioning towards quality enhancement
External -Academic & Administrative Auditing(2021-2022)	• significant improvement of the individual faculty with regard to attending seminars, publishing papers, organizing seminars / workshops, maintaining records etc.
SWOC Analysis -NAAC Criterion wise	Develop an appropriate process for strategic planning
A Special Talk on Educational Leadership	Gain knowledge about the need of and importance of change within learning and its positive triggers
A Special Talk on International Education System – Philippines Education	Famiiraize students with the Philippines Education System for an international and comparative perspective
Green Audit in collaboration with Eco Club Committee	Create health consciousness and promote environmental awareness, values and ethics
Organizing Sign Language Certificate Course along with the Research Committee	Enhance the learning process by bringing visual, auditory and kinesthetic feedback to help reach all students.
SWOC Analysis –Institution by the Students	Evaluate Institutional Effectiveness
Feedback on Curriculum from Internship School Heads ,Employers, Alumni and students &Feedback Analysis	Develop an appropriate teaching & learning process

A Special Talk on Need & importance of NAAC Accreditation	Student gain knowledge about need and importance of NAAC Accreditation
Teaching Aptitude Test-Exit Behaviour & Analysis-Second Year Students	Assess the teaching aptitude of the second year students at the exit level
A Special Talk on NEP 2020 & Transformation of Higher Education Institutions to Multidisciplinary Institutions	• Gain knowledge about UGC guidelines regarding the transformation of higher educational institutes into multidisciplinary institutes
TET -Entry Level Test	Assess the candidate's aptitude for the profession.
TET Classes	Stduents gain proficiency in school subjects
One day Online International Webinar	Leadership in Education for 21st Century
Feedback of Teaching & Learning (Semester wise I,II&IV)-Staff Performance Appraisal	Collect feedback about Teaching & Learning and analyze and take action accordingly
Principal Performance Appraisal by students & staff	Collect Principal Performance Appraisal from the staff for the evaluation
Non-Teaching Staff Performance Appraisal-Self, Secretary, Principal	Collate the feedback and submit it for evaluation
Orientation by LCE staff to the staff of other institutions	Encourage knowledge sharing and colloboration
Internal -Academic & Administrative Auditing (2022-2023)	Check the availability of the documents
External -Academic & Administrative Auditing (2022-2023)	Review the quality of academic process in the college
Student Satisfaction Survey(Online)-2022-2023	Evaluate the satisfaction level of the students

13.Whether the AQAR was placed before   No

statutory body?

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A	
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Accreditation	Accreditation
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Name of the statutory body	Date of meeting(s)
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14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	23/01/2023

15.Multidisciplinary / interdisciplinary

In the fast-evolving landscape of education, Loyola College of Education ,Chennai aspires to adapt and transform to meet the diverse needs of students and the demands of a changing world. Loyola College of Education is a long-established educational institution committed to transforming itself into a holistic multidisciplinary institution.

Vision of Loyola College of Education

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

Loyola College of Education aspires to become a premier holistic multidisciplinary institution, fostering creativity, critical thinking, and innovation across various fields. Our aim is to provide a dynamic and inclusive learning environment that empowers students with the skills and knowledge to thrive in a complex, interconnected world.

Key pillars of transformation

Modernization in Curriculum Transaction

Develop an innovative, flexible curriculum transaction enabling students to explore diverse fields.

Faculty Development Programme

Faculty development programs to support interdisciplinary teaching and research

Infrastructure and facilities

Upgrade laboratories and library to accommodate interdisciplinary learning and research

Student Support and Engagement

Mentors guide students in developing a personalized study plan.

Community Engagement

Foster collaboration with local communities and schools to provide students with opportunities for practical experience

Organize camp in rural areas that connect college with the broader community.

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. Loyola College of Education is a TNTEU-affiliated college in Chennai. When the University create or provide curricula or policies to implement the interdisciplinary/multidisciplinary structure of new educational policies, the college will 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:

Loyola College of Education focuses on the formation of teachers instead of training them. We understand the value of vocational training, and our institution starts the training for the students as an essential part of the curriculum. We also train the students to become men and women for others through programs such as mentorship, spoken English, etc. Soft skills are provided as a short-term certificate course covering areas such as value

education, self-development, health education, time management skills, and personal management skills.

Our college's vision and mission are to address the issues of marginalized people through all means possible. We uphold constitutional values from the initial admission process to the end of the course. We celebrate all religious festivals by including all students, which promotes citizenship values. Inclusion of disabled students equips the other students to comprehend their difficulties and develop a positive attitude towards serving the needy. Our technological and pedagogical goals motivate us to adapt to the new normal.

LCE is an affiliated college, and we're teaching our students according to the syllabus and instructions given by the Tamil Nadu Teachers Education University. LCE gives them the life skills certificate and spoken English certificate as extra credits to complete the course. In order to maximize the potential of the students, our teacher educators assign various activities to the prospective teachers. Special trainers are invited to instruct and assess the students based on their individual abilities. The students receive a comprehensive training course on interview skills, which includes the practice of creating a resume, communicating orally and in writing, and a mock interview facilitated by the head teachers from various schools.

In addition to the teaching skills training, we also provide more opportunities for students to showcase their fine arts talents through cultural competitions & activities, creative assemblies, club activities, and inter-collegiate competitions. Since the potential teachers are multilingual and prefer English-medium education, we also provide a short-term course to enhance their English skills based on the requirements.

To offer vocational education in ODL/blended/on-campus modular modes to Learners.

The significance of on-going education and skill development is becoming increasingly clear as the techno world is expecting every teacher to be updated with their academic and professional skills. A practical, affordable, and accessible alternative for people to progress their professions and learn new skills is through online courses on vocational training. Given its many advantages, Loyola college of Education offered the sign language course to the teacher trainees through the blended approach which

helped them in strengthening their theoretical and practical skills to deal with the differently abled children in an inclusive learning environment.

Skill based courses are planned to be offered to students through online and/or distance mode.

Skilling courses are essential for giving people the required skills to begin or advance in the workforce, change with the demands of their jobs, and pursue rewarding professions. To accomplish this goal, Tamil Nadu Teachers Education University offers the online skill development course in collaboration with the affiliated colleges. Our students are encouraged, to go for the courses of high credibility.

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

The college is practicing bilingual mode of teaching, in the bilingual mode one is vernacular language (Tamil) and other one is linking language(English). And the above said bilingual mode of teaching continues only in offline, in case of urgency (or) need arises of online teaching based on necessity. Since it is a College of Education, Management strictly following the Indian culture of dress code.

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

All the Courses other than the pedagogy of English, under the B.Ed. Programme are provided in Bilingual. They are (i) Educational psychology ii) Contemporary Indian and Education, (iii) Teaching and Learning, (iv) Language across the Curriculum, (V) Understanding Disciplines and Subjects (vi) Knowledge and Curriculum, (vii) Assessment for Learning, (Viii) Creating an inclusive School, (ix)Gender,School and Society , (x) Electives : (a) Special Education, (b) Human Rights Education, (c) Life Skill

Education, (d) Disaster Management 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.

 (i) 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

 (ii) 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 along with content teaching.

 (iii) College celebrates the traditional Tamil festival called "Pongal" in the campus. At the time of preparation for festival "Uri adi" the traditional game and "Rangoli" competition are conducted to boys and girls respectively . During cultural celebration students are encouraged to participate in traditional Art of "folk" and "bharatanatyam " the classical dance of India and "dramas" are also encouraged to display.

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

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

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

LCE is a Private self-financing institution affiliated with Tamil Nadu Teachers Education University. The institution adopts the university's recommended curriculum and syllabus. As a result,

the institution bases its endeavors on the curriculum. The goal of the institution is to equip the prospective teacher with techno-pedagogical skills. To reach this objective, LCE organizes various programmes to equip aspiring teachers with technological pedagogical knowledge. LCE emphasizes the personal and professional development of aspiring teachers. In this perspective, LCE makes an effort to train their personal life skills and their professional skills by conducting a series of seminars (Placement Tutelage Programme).

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

Loyola College of Education uses a variety of techniques to analyze the teaching-learning process, including

- Group Discussions
- Seminar Presentations
- Class Test
- Internal Examination
- Micro Teaching
- Teaching Competency

These strategies encourage those who want to become teachers to do so without giving up.

- Describe any good practice/s of the institution pertaining to Outcome-based education (OBE) in view of NEP 2020. LCE efforts to shape the future educators who will shape the next generation. The organization creates many potential paths, including
- Internal Examination and Remedial classes
- Micro Teaching
- Creative Assembly
- Spoken English

Internal Examination and Remedial Classes:

The institution conducts two internal exams to check the growth of the learners. Remedial classes for slow-paced learners are followed up on as well as supported. The necessary steps are taken to improve their capacity for learning.

Micro Teaching:

Loyola College of Education not only imparts knowledge but also provides training in order to monitor talents. Every batch received a Micro Teaching Workshop. The teacher educator instructed the students in teaching techniques, and each aspiring teacher was given time to put each technique into practice.

Creative Assembly:

Each department participated in the Creative Assembly. An hour was set aside in the calendar for creative assembly, during which aspiring teachers may display their skills and develop themes to raise awareness and provide orientation about various subjects. The potential teachers' leadership abilities are described by

Creative Assembly.

Spoken English:

Loyola College of Education places a strong emphasis on the value of communication skills and offers training to improve teachers' instruction

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, and Diploma Courses in the upcoming years.

30 HRS certificate course programme for sign language was introduced in the academic year 2022-23 to cope up their teaching skills in an inclusive setup.

- 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 also interacts with students digitally. For the benefit of aspiring teachers, teacher educators at LCE create blogs, Google Classrooms, videos and e-content. To allow for independent learning, study materials, presentations, and question banks were uploaded to blogs and Google Classroom. Tests and quizzes were administered online.

Online classes were taken using Google Meet, Teams, etc. Online seminars, special presentations, and orientation courses are conducted using Webex and Google Meet. For the widest audience, the Certificate Course in Sign Language was delivered online.

Extended Profile

1.Student

2.1	**296**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**150**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**0**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**148**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**146**

File Description	Documents
Data Template	View File

2.6	**148**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**18941338**
4.2 Total number of computers on campus for academic purposes	**100**

3.Teacher

5.1 Number of full-time teachers during the year:	**22**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**22**

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

Loyola College of Education is an affiliated college of the Tamil Nadu Teachers Education University, Chennai and adheres to its curricular aspects.

Curriculum Implementation Planning Procedure at College Level

- **An orientation programme was conducted for the faculties**

- related to the B.Ed. programme in order to enhance them for the proper implementation, which was given to the faculty prior to the start of the academic year.
  - Information about the programmes or courses shall be made available on the college website in the prospectus developed by the admission committee along with the Principal.
  - The preparation of the timetable for 1st years and 2nd years (semester wise), along with committee activities scheduled under two periods per week is drafted and finalized before the start of the academic year.
  - After careful examination of the Faculty qualifications, subject expertise, experience and performance, it is decided which papers will be allocated.
  - Each year an academic calendar is being designed as per the curriculum direction of Tamil Nadu Teachers Education University. .

Curriculum Implementation Procedure

- According to the duration schedule guided by the University, an academic plan for both the First and Second years of the semester is prepared.
- Institution use information and communication technology in teaching and learning and adopt different pedagogical techniques for curriculum delivery.
- Our laboratories are fully equipped as per the need of the curriculum.
- The faculty monitor and maintain the progress of the students. Academically poor students are provided with guidance and additional classes .

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	<u>View File</u>
List of persons who participated in the process of in-house curriculum planning	<u>View File</u>
Meeting notice and minutes of the meeting for in-house curriculum planning	<u>View File</u>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<u>View File</u>
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

12

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	https://www.lcechennai.edu.in/pedagogy.html

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	View File

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

148

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

148

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**

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

128

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

128

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	View File

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". With this vision in mind, the institution has provided a multitude of experiences through its activities which are as follows:

- **Knowledge:** Students are assigned tasks to develop their own learning through the use of various resources in the library and other sources like Seminars, Conferences, Webinars, Special talks, Workshops and Awareness programmes on various topics are presented by invited resource persons.
- **Skills:** Participative learning and improved communication skills are encouraged through group discussions and debates. Online activities like E-Content preparation, blogging, smart board operations and PPT presentation develops ICT Skills. Language skills are developed through the provision of language laboratory classes on a regular basis, and spoken English classes are specially designed for learners who need them.
- **Attitude:** Students thoroughly enjoy and take part during varied festivals like Deepawali, Pongal and Christmas. They practice one week before the above mentioned programmes, which helps them grow together as a group and an individual.
- **Values:** Students are asked to read holy books, positive quotes, every day in the morning assembly. The College promotes students' values of integrity, honesty, hard work and generosity by instilling them into all activities that are carried out. The students thus develop a strong sense of integration at every festival celebration.

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

Visit to Little Flower Hearing Impaired and Visually Challenged School

I Year B. Ed. Students divided into groups visited Little Flower Hearing Impaired and Visually Challenged School on 7th March 2023 and on the same day to observe the teaching environment and learning methodology used for the hearing impaired and visually challenged children.

International and Comparative Perspective

1. A Special Talk on Educational Leadership

Objectiveof the programme are to acquire insight about leadership for learning and to shed light on capacity development. The resource person of this programme was Rev. Fr. Dr. Raymond Chegedua Tangonyire, SJ. Lecture, Institute for Educational Planning and Administration, at the University of Cape Coast (UCC), Ghana. Talk included different levels of learning from student to the organization, the importance of shared leadership, and accountability.

2.A Special Talk on Philippines Education System and Indian Educators

Objective of this talk is to familiarize students with the Philippines Education System for an international and comparative perspective. The resource person of this programme was Sr. Asha, ICM, Christian living formation teacher, St. Theresa College, Cebu, Philippines. The speaker gave a brief overview of the three levels: primary education (kindergarten to 6th), Junior High School (7th to 10th), and Senior High School (11th & 12th). 13 years of education is considered mandatory in the Philippines, with the K-12 programme.

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	View File

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: In order to ensure that all students are encouraged to think creatively, the college has always been active in supporting their creativity and implementing various strategies in academic and extracurricular activities through Fine Arts Committee (Debates, Creative writing, Poster Contests etc.) and various Clubs which are conducting their department related programmes.

Induce Problem Solving Skills

Prominent speakers are invited to make students aware and ready for the real life challenges of teaching and learning.

Mentor- Mentee groups for effective handling of the personal and academic stress of the students

Encourage Participative Learning

Various group activities are organized by the College, such as debates, rural immersion programme, inter college competitions, quizzes, brainstorming exercises, paper presentations, and so on.

Lesson Plan and TLM preparation-Workshop

Hands-on experiential learning as part of their training to become teachers helps students develop real life skills.

Micro Teaching Workshop

Taking into account the individual differences of the students in the school, teacher trainees are focused on developing teaching skills, and their body movements related to classroom management of students in school through learning various micro-teaching skills like : Introduction skills, Stimulus Variation skills, Reinforcement Skills, Questioning skills etc.

Internship:

The four months of internship training period is a pre-service training to the student-teachers which will be beneficial for them

when they will be become a teacher.

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	**Four of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

148

2.1.1.1 - Number of students enrolled during the year

148

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
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

135

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

75

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
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

Two-day Orientation programme on 07.10.2022 & 08.10.2022 was organised for the I Year students by IQAC. The topics dealt and the resource persons were

Concept Enrichment Programme

Concept Enrichment Programme as Bridge Course was conducted for the first year student-teachers from 10.10.2022 to 14.10 2022. This was to make the student-teachers familiarise with the basic concepts of concerned pedagogy subject. The staff played a vital role in making this programme very successful. It refreshed the minds of the student-teachers.

Micro Teaching

Micro Teaching was conducted for 8 days from 31.10.2022 to 10.11.2022 for the prospective teachers to enable them to 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

Foundation course was conducted from 10.10.2022 to 14.10.2022 for the prospective teachers to enable them to gain confidence in the use of ICT. The resource persons were: Mr. S. Regis Gnanaraj, Mr. Antony Joseph, Dr. T. Ponmalini and Mrs. S. Catherene Nithya.

One – to – one interaction

Rev. Fr. V. Sahayaraj Vijayan SJ, Secretary, Loyola College of Education, and Dr. L. Kulandai Theresal, Principal, interact with students and make them feel at ease. Students discuss their problems and issues directly with Secretary or Principal.

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	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; 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	**Two of the above**

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

1:18

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.

Among the techniques used by the staff are:

1. Experiential Learning: The student teachers are encouraged to test and practise the concepts they study in their courses. This improves their practical knowledge and gives them more confidence in the concepts they have learned and the many abilities they have acquired. The faculty uses a variety of experiential learning techniques, including field trips, educational tours, micro, mini, and macro teaching.

2. Participatory Learning: Active learning is made possible via participatory learning. It encourages student instructors to speak out and aids in their rapid comprehensn of the idea. Following are some examples of participatory learning techniques: Jigsaw Method, One Minute Paper, Group, Discussion,Debate.

3. Reflective Learning: Kolb's Experiential Learning Cycle states that reflection is an essential component of learning. Reflective sessions on the subjects presented, the lectures they attended, or the exams they wrote are offered to student teachers at LCE. Some of the exercises used to promote reflective learning include:Journals, Guided Discussions, Presentation, Case Studies, Portfolios

4. Peer Assisted Learning: A key component of LCE's educational paradigm is peer aided learning. Peer evaluations for discussions, assignments, and practical sessions are used by all students.

5. **Project-based learning: Projects enable student instructors to work independently while showcasing their talents and abilities, as well as to collaborate with others and learn collaboration and group dynamics. The projects that are assigned to students are facilitated by LCE professionals, who also examine, evaluate, and provide quick feedback.**

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

11

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

295

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

The kind of mentorship programmes the institution offers with regard to:

1. Working in teams: When the student teachers are working in teams, the staff members give ongoing mentoring support in the following ways:

  - **Macro and Micro Teaching**
  - **Pedagogy Club Initiatives**
  - **Creative Assembly**
  - **Peer Tutoring**

2. Dealing with student diversity: Every student has a distinctive background, as well as distinct skills and attitudes. In light of the various needs, skills, and capacities of the students, LCE offers mentoring help in the following ways:

  - **staff members' interactions with the student's parents.**
  - **celebrations of numerous religious holidays, local events,**

and cultural traditions.
- providing late bloomers and student-teachers with special needs with appropriate teaching-learning resources
- teaching in accordance with the students' various learning preferences.

3. Conduct of self with colleagues and authorities: The student instructors are familiar with the many professional methods to behave around staff and students at the institution. The mentor staff, the secretary, and the principal will instruct the kids on appropriate professional behaviour.

4. Balancing Home and Work Stress: There are lectures, webinars, and workshops on topics including

- Mental Health Sessions
- Physical Health and Yoga
- Interaction with Transgender people
- Experience of God

5. Keeping up with current events in education and life: LCE works to keep students informed of all current events pertaining to both education and life. Through seminars, webinars, and workshops, the institution gives students the chance to gain knowledge in many areas of education and life.

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 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	**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 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: The student-teachers have conducted action research during their Internship period (August 2022 - December 2022). The student-teachers were given an orientation on action research and were allotted a mentor(staff member) to carry on the research in their respective schools. By the continuous support and guidance of the mentors, the student-teachers were successfully do the action research and it was also published in a journal by the research forum at LCE. This shows the attitude of the student-teachers towards the research and their passion to do it.

Case 2: The student-teachers volunteered to take after school classes for the less fortunate students belonging to Primary, Middle and High School students of St. Joseph High School, Nungambakkam. 39 student-teachers met the school students for one hour each day on their allotted days based on the availability of the school students. The student-teachers covered various subjects such as English, Spoken English, Mathematics, Science, Social Science, Dance and Arts. This exhibits the character formation of the student-teachers by the devoted staff and Principal

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially	All of the above

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)

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	View File

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	All 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**

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

The internship plans are developed well in advance by the internship committee by collecting the necessary data like address and details of the students. The schools for teaching practice are assigned by the University in tandem with the Department of School Education, Tamil Nadu. The students are given a detailed orientation on various aspects that will help them to complete their internship successfully and also make them better teachers. The students are oriented on the various roles and responsibilities they will have to take up during their internship. The students during their internship are placed under the care of a zone incharge faculty and their pedagogy faculty who give them inputs whenever necessary. The students are well trained

in the process of making teaching learning materials and on how to use ICT to teach better and they use both these during the course of the internship. The students are taken to various schools around the city to learn about the various teaching techniques and to learn about the practical functioning of a school set up. They also visit special schools to learn about their workings.

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

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

148

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	View File

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 student teachers during the course of internship are given guidance by the zonal incharge staff and the pedagogy incharge staff constantly. The trainee`s lesson plans and records are checked by both during their visit to schools and their classes are observed and feedback is given on what are the changes that they could make to make their classes better. The guide teachers assigned by the schools to the students, regularlycheck the lesson plans and also help the students by giving them necessary feedback and guidance to improve their classes.

Feedback is obtained regarding the performance, and behaviour of the student teachers. Evaluating the students performance is undertaken with great care and diligence by the institution. During the practice teaching great care is taken in observing the students and giving them the necessary corrections to make their teaching better. The feedback for each teacher trainee is collected from three different groups being the mentors, teacher educators and peer group. The competency of student teachers is assessed by the use evaluation forms designed for it.

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

2.4.12 - Performance of students during	**All of the above**

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)

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

21

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

14

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

182

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

182

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

The institution organised various webinars and also encouraged staff to participate in webinars organised by other institutions.

STAFF DEVELOPMENT PROGRAMMES

- **12 of our staff attended Research Methodology Seminar on " The Indian way of Learning Experiences: Aesthetic Models" at Satya Nilayam Research Institute of Philosophy and Culture, Chennai**
- **All the staff attended a one day online workshop on "Revised Assessment and Accreditation Process by NAAC" organized by Lady Willingdon IASE, Chennai.**
- **A Special talk on E- Content preparation: Video Lecture was conducted by ICT Cell for the expansion of knowledge and overall development of the faculty, this year.**
- **An international webinar on "Work Life Balance", conducted by The Training and Placement cell, LCE.**

IQAC ACTIVITIES

The IQAC of LCE organised a series of staff and student enrichment programmes periodically.

- **A FDP programme on, "Interpersonal Skills – An Effective tool for Team Spirit", and "Integration of Research into Academics for Effective Teaching and Learning behind boundaries".**
- **A special talk on "NEP 2020 - Transformation of Higher Education Institutions to Multidisciplinary Institutions".**
- **An orientation programme on "Documentation of records according to the NAAC revised format".**
- **One day International webinar on "Leadership in Education for 21st Century".**

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

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

Loyola College of Education performs Continuous Internal Evaluation (CIE), which is done mainly on the basis of the following components for every course each year.

1. **Regular CIAs (Continuous Internal Assessment):** The CIAs are held a minimum of twice every year. It would test the knowledge, understanding and the application of the concepts and ideas learnt by the student-teachers in the previous months. The question papers for the same are set by the respective subject staff.

2. **Seminar:** Individual or Group Seminars are evaluated on the basis of Presentation, Content, Communication, Organization & Integration

3. **Micro Teaching and Link Lesson:** Micro Teaching and Link Lesson are teacher training techniques practiced worldwide, providing the student-teachers an opportunity to perk up or enhance their teaching skills by improving the various simple components provided under each teaching skill. With proven success among novices and seniors, microteaching helps to promote real-time teaching experiences.

4. **Assignments:** The assignments are given to the students in order to enhance their deductive and inductive reasoning on the topic given. It is assessed and graded on the basis of clarity, consistency, and the sense of hierarchy presented in his or her work.

5. **Project Work:** A good project work challenges the student-teachers to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for a successful teaching career in the 21st century. Usually, project work will be done in groups, and it is evaluated on the grounds of content knowledge, collaboration and teamwork, and integration of technology.

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	View File

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

All the examinations are conducted in a fair and transparent manner without scope for any grievances from the students. Post internal examinations, the Principal analyses and evaluates the results produced by every staff member and the students are given back their evaluated answer scripts.Timely corrections are done by the teachers in the examination cell under the supervision of a controller / in-charge. There are four ways in which students can express their grievances regarding examination, they are:

a. Student Grievance Cell: There is a separate 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. The box is checked every Friday by the Committee members.

b. Mentoring Sessions: The Student-teachers can share their thoughts to their respective Mentors, who can also take in such grievances.

c. Individual Consultation with the Secretary and the Principal: The students are given the freedom to express their grievances to the Secretary and the Principal openly without any hesitation.

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

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.

Loyola College of Education follows meticulous procedure in planning, analyzing and implementing an Academic Calendar for every 2 years. 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.This allows the teachers and the students to space out their teaching and learning process. 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) 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 calendars to ensure timely delivery of syllabus and other activities to meet the deadline for conducting the CIA or Model Examinations. The students are given enough time before the examinations to prepare and practice the concepts. In case of sudden change in Academic calendar,

The university communicates the modifications to the respective colleges. It is mandatory to follow the Academic calendar given by Affiliated

a. University.

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	[View File](#)
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.

Our institution follows CLO, as per the guidelines based on our affiliated University, TNTEU. PLOs are further constructed by the Institution with the guidance of the Principal and Faculty. Meticulous planning is done from day one of the academic year to achieve these PLOs and CLOs, which includes orientation programme for the first year and for second year various professional training programmes like Mock interview, soft skill development classes etc. Our Teaching methods and techniques develop deep knowledge on various subjects.

Apart from the implementation of PLOs and CLOs, to further enhance our system, regular feedback forms are sent to and responces received from the students in google form basis after each programme and workshops. Individual instructions, analysis and care are given to all Student-Teachers by their Pedagogical experts with their Demo classes. Their teaching methods are also evaluated by the other faculties along with their peer team.

CIA (Continuous Internal Assessment) and Model examinations conducted by the examination committee paved the way for the students to extend their knowledge on the content which helps in achieving CLOs in an indirect way.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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	View File

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- teachers are trained in both levels. Micro teaching programme for first year students and mini teaching for second year students are planned well and executed by the internship committee. Mentoring sessions held regularly for an hour in a week which create space for students to open their personal issues and solve them personally. Since the teaching faculties are the Mentors, they also give career guidance that helps in the professional development and growth of students. TET coaching classes are conducted for the second-year students and tests are conducted for them using google forms.

The students are trained in special skills in the teaching profession like lesson plan writing, preparation of Teaching aids and these are recorded for their self-evaluation purposes. The students attend three days of rural camp in Tirupachur village which changed their perspective towards their profession and made them realise the role education has to play in uplifting the down trodden. Involving all students in Cultural (Fiesta) and Sports meet made them enthusiastic and also developed Team spirit among the groups. Eminent and famous guests were invited for these programmes, their words severed to inspire the studetns and showed them the importance of hardwork and learning.

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

147

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<u>View File</u>
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.

Student Teachers' needs were identified from the orientation programme of the course in the initial stage and also identified from the mentoring classes. Based on the feedback from other programmes and feedback from the mentoring committee, the following activities such as Interview skills programme, Leadership Programme, Career guidance Programme, Workshop on Resume writing were planned by the various committees of the college.

Programmes based on challenges of change conducted by the placement committee throughout the academic year with regular intervals made student-teachers involve themselves in these programmes interestingly.

Exposure towards visiting the Connemara library and to visiting the special schools widen student- teacher' knowledge in a broader way. CIA Test and model exam conducted for the students before they face their University Semester Examination.

Knowing the importance of career and placement, LCE placement committee conducted Mock interview for the students which brought out the impact of 100% placement for all the students who opted for placement. Mock interview team consisted of a School

Principal, a Highly experienced faculty in field of Education and teachers from schools.

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://www.lcechennai.edu.in/iqac.html

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	**Four of the above**

for doctoral studies / research projects Granting study leave for research field work 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	[View File](#)
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	**Four 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	View File
Reports of innovations tried out and ideas incubated	View File
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

7

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

20

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	View File

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

3

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	View File
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

176

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	<u>View File</u>
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

912

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

912

File Description	Documents
Data as per Data Template	<u>View File</u>
Documentary evidence in support of the claim along with photographs with caption and date	<u>View File</u>
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.

A rural exposure camp was organized by LCE from 25th to 28th July 2023, at Thirupachur, Thiruvallur district. 125 student teachers attended the camp. Throughout the 4 days, our students visited several villages to interact with the tribal people and participate with the kids in varied activities, Overall, the main aim of the camp was to increase social awareness and community development to enrich the minds of future teachers as part of their training, they could understand the immediate needs of the society, and how to work towards it from the grassroots.

A local camp was held between the 26th to 28th of July 2023. A

group of 13 student teachers with two teacher educators visited, observed, and analyzed MITHRA. Through visits to varied departments from vocational to occupational therapy, observing and interacting with the teachers and kids, and performing a cultural program with them. The many faces of education in a real-life setting were learned as part of this initiative by our college.

39 student-teachers from various pedagogies volunteered to take after-school classes for the students at St. Joseph High School. The student-teachers covered various subjects such as English, Spoken English, Mathematics, Science, Social Science, Dance and Arts.

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

23

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

23

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	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
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	**Five/Six 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 possesses the necessary infrastructure and facilities as per the guidelines of the NCTE. The college campus spans over an area of 1 acre 20 cents out of a total of 2 acres and 37 cents, with a total plinth area of 28,471.94 sq.ft. It includes 12 classrooms equipped with ICT and Wi-Fi facilities, as well as labs for computer, language, psychology, physics, biology, and mathematics that contribute to academic excellence. The infrastructure also encompasses essential amenities such as the Aruppe auditorium, IQAC office, Placement cell, COE room, health room, Female and Male lounges, and Staff Room. The ground floor consists of rooms such as the Secretary's room, Principal's room, Office room, Male staff room, Wellness room, Sports room, and Female staff room, along with a multipurpose hall covering an area of 9017 sq.ft. The first floor includes a hall, Library cum reading room, Computer Lab cum Language Lab, Tamil, Commerce, and Computer classrooms in 9727.47 sq.ft. The second floor comprises a Biological Science classroom and Lab, 4 Smart Classrooms, Female lounge, Psychology Lab, Mathematics, Physical Science, and History classrooms in 9727.47 sq.ft. Loyola College of Education is also equipped with 100 computer systems, including 14 in the administrative office, 74 for student-teachers, and 12 for faculty use. The institution also has expansive playgrounds covering an area of 12,29,900 sq.ft. that are available for use by all 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

12

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)

11.64

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 is equipped with the Integrated Library Management System (ILMS) utilizing the latest updated Autolib Version 1.0. This digital library system enhances the effectiveness of the teaching and learning process. The ILMS software enables computerized transactions of books, making library access easier and allowing for systematic management of library records. The implementation of online systems in the library provides students with access to resources beyond their physical reach. Reminders about due dates are sent through registered mail and SMS alerts, allowing students to easily search for books, check issue details, and find information on new additions to the library. Additionally, Loyola College of Education is committed to providing accessibility for visually impaired students through the Nonvisual Desktop Access (NVDA) software, which is a free "screen reader" that allows blind individuals to use computers. NVDA reads the text on the screen in

a computerized voice, providing a key tool for education for visually impaired 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	[View File]

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 at Loyola College of Education can access a website page for remote access, using their own login information. This page allows users to access the Online Public Access Catalog (OPAC) and view their library transactions. The college has a partnership with Loyola College's centralized library for remote access. Students are provided access to digital databases, which offer access to numerous online resources. The library utilizes remote access e-databases such as EBSCO, which provides reliable information for various types of research and grants access to over 6,000 journals and 110,000 e-books. Access to EBSCO is available to anyone with a registered mail ID and password. ProQuest is another resource similar to EBSCO, with a focus on management-related materials. Magzter, the world's largest digital newsstand, provides access to over 3,000 diverse magazines in various languages. The Directory of Open Access Journals (DOAJ) is an extensive index of open access journals from around the world, offering access to research journals and articles on various topics. The National Digital Library of India is also available, providing access to a broad range of knowledge on various concepts, which is highly beneficial for aspiring teachers. Students can access these databases using 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)

0.58

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

15

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	http://10.2.163.249:8080/AutoLib/Gate_Register/AccountServlet
Any other relevant information	View File

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	**Three 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 consistently enhances its ICT facilities, notably by upgrading its centralized Wi-Fi infrastructure to deliver uninterrupted internet connectivity, boasting a daily allocation of 2GB and a high-speed capacity of 100 Mbps. Each classroom is equipped with state-of-the-art ICT amenities, fostering interactive, student-centric, and engaging pedagogical

experiences. Complementing these provisions are a digital library, well-equipped computer lab, and advanced language lab, all aimed at nurturing techno-pedagogical proficiencies. The campus is fortified with cutting-edge digital utilities encompassing biometric systems, CCTV surveillance, digital timekeeping, and interactive smart boards. In 2023, the institution procured an array of critical resources. E-Studio created with the tower work-station PC, monitor, LED maxi light with tripod (2), spot light with C clamp, acoustic partition and acoustic false ceiling is found beneficial to students and teachers for curriculum based programmes.It has also purchased lab equipment such as amplifier, speakers(2), headphones with mics(30),UPS(15) and Printer. Notably, the institution has procured the Cisco Webex platform to facilitate webinars, online instruction, and meetings, with comprehensive training initiatives to proficiently navigate the platform. Oversight and management of the ICT facilities are diligently undertaken by the ICT committee.

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	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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	**Two of the above**

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

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)

17.79

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 established systems and procedures to effectively maintain and utilize its infrastructure facilities. The following policies such as Physical infrastructure maintenance policy, Library maintenance policy, ICT infrastructure maintenance policy, Laboratory maintenance policy, Sports facilities maintenance policy and Green policy are framed by the institution for effectively maintaining and utilizing its physical, academic and support facilities. The college has regular maintenance and periodic replenishment of essential facilities. The Psychology laboratory, Science laboratory, Computer lab, ICT lab, Language lab, and classrooms are equipped with upgraded equipment and software based on students' needs. The librarian purchases a substantial number of books each year and ensures their proper maintenance. Sports equipment is periodically updated, and new equipment is procured. The Computer Science Faculty takes care of software upgrades and new software and hardware purchases. Annual Maintenance Contracts (AMCs) are implemented to repair and maintain college property, ensuring product and process quality. Proper inventory audit reports are maintained to enhance the physical, academic, and support facilities of the institution.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.lcechennai.edu.in/systemsprocedures.html
Any other relevant information	No File Uploaded

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	Five fo 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	A. All of the above

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

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)

Five or more 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
86	**147**

File Description	Documents
Data as per Data Template	<u>View File</u>
Reports of Placement Cell for during the year	<u>View File</u>
Appointment letters of 10 percent graduates for each year	<u>View File</u>
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).

55

File Description	Documents
Data as per Data Template	<u>View File</u>
Details of graduating students and their progression to higher education with seal and signature of the principal	<u>View File</u>
Documentary evidence in support of the claim	<u>View File</u>
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	No File Uploaded

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 bridge between the management and students; assist the college management in all the activities. Sensing the needs of the student community the council acts in a pre-emptive manner so that smooth academic life is maintained and to work constantly for the welfare of the students and management. This is ensured through a regular meeting between Principal, council coordinator, member and students where the concerns, interests and suggestions are received by the administration for appropriate decision making and action, constantly act as a liaison between the students and the management. Being aware of the need to be a 21st Century teacher, to bring out the talents of the students and ensure that the skills and talents of all the students are equally represented and everyone gets an equal opportunity, the council is entrusted with organising a number of curricular cum co-curricular activities in the campus. It includes the conduct of intramural sports and cultural competitions, Christmas, Pongal, Teacher's Day, College day and other common celebrations.

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	**No File Uploaded**

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

60

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	**No File Uploaded**

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

The Alumni association of Loyola College of Education acts as an effective body in acting as a bridge between the management and the alumnus of the college. The alumni conduct demo classes for the students of the 1st year to give them an experience of school teaching in the current era. The alumni association constantly tries to contribute positively to not just the institution but also to those who are downtrodden and the needy as instilled in the vision, mission and objectives of our institution. The alumni are also invited as resource persons and guests for various events in the college to share their knowledge and to empower the current

batch of students. Every year the alumni association organizes a sale in the institution of jute products made my students of MITHRA, an institution for the differently abled and the money from the sale goes to the benefit of MITHRA. The association also with the help of the institution selects the economically weaker students in the college and gives them new dresses during Christmas as a gift from the college.

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

Three/Four of the above

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	View File
Any other relevant information.	No File Uploaded

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

2

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	No File Uploaded

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 works in tandem with the institution to ensure that the talents of the current students are nurtured, the alumni serve as resource persons and judges for various cultural events in the college. The alumni keep in touch with the institution via mail, face book and Instagram. The alumni are invited to participate in the campus placement conducted by the placement cell of the college. The alumni constantly provide their valuable feedback on the changes that take place in the institute. Successful alumni are invited to give lectures and preside over and serve as judges as the cultural programmes of the college. The alumni association every year in the spirit of Christmas conduct 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 preceding Christmas to Present needy students both 1st & 2nd year and also various places like Good Samaritan home in Egmore, Little Flower school for deaf and dumb, St. Joseph`s school.

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".

- **Clear Vision and Mission:**
    - **The governance structure aligns with the institution's vision and mission, providing a framework for decision-making and action.**

    - **There is a strong and visionary leadership team in place, including the principal and administrative staff, that is committed to realizing the institution's goals.**
- **Participatory Mechanisms:**
    - **Inclusivity and participation are encouraged, with mechanisms in place for input from various stakeholders such as faculty, students, and non-teaching staff.**
- **Governing Body**
    - **Members of the governing body, with diverse expertise and experience, contribute to strategic decision-making.**
- **Committees**
    - **Various committees exist to address specific aspects of governance, such as academic affairs, finance, and student welfare.**
- **Transparent Communication:**
    - **There is open and transparent communication between the leadership and the various stakeholders, ensuring that everyone is well-informed about decisions and developments.**
- **Strategic Planning:**
    - **The institution engages in strategic planning, regularly reviewing and updating its goals and objectives to stay relevant and responsive to changing educational needs.**
- **Professional Development:**
    - **Opportunities for professional development are provided for faculty and staff to enhance their skills and stay current in their respective fields.**

- **Student Involvement:**
  - **Students represent themselves in decision-making bodies, fostering a sense of ownership and involvement in the institution's governance.**
- **Adherence to Regulations:**
  - **The governance structure ensures compliance with regulatory standards and accreditation requirements.**

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

I.Participative Management at Loyola College of Education: Participative management involves actively involving employees in decision-making processes. In the context of an educational institution like Loyola College of Education, this could manifest in various ways:

1. **Curriculum Planning & Execution: Faculty members and relevant stakeholders are involved in the planning and execution of the curriculum to ensure that it meets the needs of students and aligns with educational goals.**
2. **Policy Formation: The college encourages participation from faculty and staff in the formulation of policies related to academic standards, student conduct, and other areas.**
3. **Strategic Planning: Participative management extends to strategic planning processes, with input from various stakeholders to shape the long-term goals and vision of the institution.**
4. **Faculty and Staff Development: Involvement in decision-making regarding professional development opportunities, training programs, and other initiatives to enhance the skills and knowledge of faculty and staff.**

II.Integration of Decentralization and Participative Management:

The integration of decentralization and participative management at Loyola College of Education creates a collaborative and inclusive environment. Faculty and staff at different levels feel empowered to contribute to the growth and development of the institution. Effective communication channels and a supportive organizational culture are the keys to the success of these practices.

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.

Transparency in Financial Functions:

1. **Budgetary Information: Loyola College of Education provides detailed information about its budget, including revenue sources, expenditure categories, and financial allocations for various programs.**
2. **Financial Reports: Regular publication of financial reports, including audited statements, demonstrates transparency. These reports are easily accessible to stakeholders, such as faculty, staff and students.**
3. **Disclosure of Funding Sources: If the college receives funding from external sources, it transparently discloses the nature and extent of such funding, as well as any potential impact on the institution's autonomy.**

Transparency in Academic Functions:

1. **Course Details: Loyola College of Education maintains updated and easily accessible course details, providing detailed information about programs, courses, faculty, and academic requirements on the website.**
2. **Admission Processes: Transparent admission procedures, criteria, and timelines help prospective students understand the requirements for enrollment.**
3. **Assessment and Grading: Clear guidelines on assessment,**

grading, and academic performance contribute to transparency in academic functions. This includes providing feedback on assessments and making grading criteria explicit.

Transparency in Administrative Functions:

1. Policies and Procedures: Loyola College of Education maintains a comprehensive set of policies and procedures governing various administrative aspects, including human resources, facility management, and other operational areas.
2. Decision-Making Processes: Clearly communicating decision-making processes contributes to transparency. This includes sharing information on how decisions are made at different levels of the institution.
3. Communication Channels: Establishing open and accessible communication channels, like meetings and online platforms, facilitates transparency by keeping the faculty, staff, students and stakeholders informed about administrative developments.

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

Strategic Plan Implementation: Loyola College of Education's strategic plan likely outlines the institution's vision, mission, and key objectives over a specified period. This plan serves as a roadmap for achieving academic excellence, fostering innovation, and ensuring holistic development.

Development of an E-Content Studio:

1. Purpose and Objectives: The establishment of an e-content studio aligns with the strategic plan's goals, reflecting a commitment to modernizing educational delivery and enhancing the learning experience.
2. Technology Integration: The e-content studio is equipped with the latest educational technologies, multimedia tools,

and production equipment. This integration enables the creation of diverse and engaging e-learning materials, including videos, interactive modules, simulations, and more.

3. **Multidisciplinary Collaboration:** Developing the e-content studio involves collaboration among educators, instructional designers, multimedia experts, and technology specialists.

4. **Curriculum Enhancement:** The e-content studio contributes to the strategic plan by enhancing the curriculum through the integration of digital resources. This may involve redesigning courses to incorporate e-learning elements, providing students with more dynamic and interactive learning experiences.

5. **Faculty Training:** To ensure the successful deployment of the strategic plan through the e-content studio, faculty members are provided with training on the use of digital tools and the integration of e-content into their teaching practices. This empowers educators to leverage technology effectively.

6. **Quality Assurance:** A robust quality assurance process is essential in the development of e-content. This includes reviewing and refining digital materials to ensure accuracy, relevance, and alignment with educational objectives outlined in the strategic plan.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.lcechennai.edu.in/iqac.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.

1. **Clear Policies and Procedures:**

- **Transparency:** Loyola College of Education maintains a transparent system with clearly articulated policies and procedures.

1. **Accessibility:** Policies and procedures are readily accessible to all stakeholders, including faculty, staff, students, and the broader community on the website.

2. **Administrative Setup:**

- **Organizational Structure:** An effective administrative setup includes a well-defined organizational structure with clear lines of authority and responsibility.
- **Roles and Responsibilities:** The roles and responsibilities of different administrative positions are clearly defined, ensuring that individuals understand their functions and how they contribute to the overall mission of the institution.

1. **Appointment and Service Rules:**

- **Fair and Transparent Recruitment:** Loyola College of Education's appointment rules emphasize fairness and transparency in recruitment processes.
- **Performance Evaluation:** Efficient service rules include mechanisms for performance evaluation and professional development, ensuring that faculty and staff contributes effectively to the institution's goals.

1. **Efficient Procedures:**

1. **Streamlined Processes:** Administrative and academic procedures are streamlined to reduce bureaucracy and facilitate efficient operations. Technology Integration: Loyola College of Education leverages technology to automate routine processes, reducing paperwork and manual effort.
2. **Compliance with Regulations:**

- **Legal and Regulatory Compliance:** The institution is committed to compliance with relevant laws and regulations governing education, employment, and other areas.

1. **Collaboration and Communication:**

- **Effective Communication Channels:** Open and effective communication channels are in place, fostering collaboration among different institutional bodies.
- **Interdepartmental Collaboration:** Collaboration between various departments and administrative units for the smooth functioning of the institution.

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

Five/Six of the above

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	**No File Uploaded**

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.

Minutes of the Meeting—Internal Quality Assurance Cell

Date: 04.01.2023

Agenda Item: Introduction to the Sign Language Certificate Course and TET Coaching Class

Discussion:

Proposal for Starting a Sign Language Certificate Course

- **The IQAC Coordinator presented a proposal to start a sign language certificate course.**

- The proposal was discussed in detail, with the following points being raised:
  - The need and feasibility of implementing Sign Language Certificate Course in the current scenario
  - The potential demand for the Sign Language Certificate Course
  - The resources required for implementing a Sign Language Certificate Course
- After a thorough discussion, the proposal was unanimously approved.

Proposal for Establishing a TET Coaching Class

- The IQAC Coordinator presented a proposal to establish a TET coaching class.
- The proposal was discussed in detail, with the following points being raised:
  -
  - The effectiveness of TET coaching classes in improving the success rate of teacher aspirants
  - The feasibility of establishing a TET coaching class
- After a thorough discussion, the proposal was unanimously approved.

Action Items:

- LCERF was tasked with developing a detailed plan for the implementation of the Sign Language Certificate Course.
- The coordinator of IQAC was tasked with developing a detailed plan for the establishment of the TET coaching class.
- IQAC will monitor the progress of the implementation of both the Sign Language Certificate Course and the TET Coaching Class.

Implementation:

- The Sign Language Certificate Course was successfully implemented in the 4th Semester
- The TET Coaching Class was successfully established in the 4th semester

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	View File

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 2022-23, two teaching staff received sum amount of Rupees 40000/- (Forty Thousand Rupees only) and four non-teaching staff received sum amount of Rupees 105000/-(One Lakh and five Thousand Rupees only) for their personal needs. During the Christmas season; Sweets and wall calendar, Diary of the next year had been provided to both teaching and non-teaching staff.

A unit of Water dispenser is available at 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 fund to both teaching and non-teaching staff. Annual increment is provided.

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	No File Uploaded

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

21

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	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
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.

5

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	View File
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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 for Teaching Faculty at Loyola College of Education:

I.Student Feedback on Teaching and Learning

- o **IQAC ensures the systematic collection of student feedback at the end of each semester.**
- o **The IQAC design the feedback questionnaire, in alignment with institutional goals.**

II.Self-Appraisal

- **IQAC provides guidance on the self-appraisal process to maintain consistency across departments.**
- **A self-appraisal form is recommended by IQAC.**

III. Secretary Observation

IQAC may compile data from various sources, including student feedback, self-appraisal, and the principal's appraisal, to provide a comprehensive picture for the secretary's observation.

IV. Principal Appraisal

IQAC collaborates with the principal to ensure that the appraisal process aligns with institutional goals and standards.

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

I. Self-Appraisal

Non-teaching staff members submit their self-appraisal documents to IQAC.

II Secretary Observation

Observations focus on job responsibilities, teamwork, adherence to procedures, and other relevant aspects. the secretary provides constructive feedback to non-teaching staff members.

III.Principal Appraisal

Observations focus on job responsibilities, teamwork, adherence to procedures, and other relevant aspects the principal provides constructive feedback to non-teaching staff members.

IQAC Data Compilation Process at Loyola College of Education

Data Collection

IQAC oversees the systematic collection of feedback.

Analysis

Statistical tools and qualitative analysis are employed to provide a comprehensive understanding of student perceptions.

Report Generation

- **A detailed report is generated, summarizing the key findings and recommendations is shared with the faculty members and non teaching staff, the principaland the secretary for further action.**

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	[View File](#)

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

Significant Accounting Policies and Processes LCE

1. System of Accounting:

The financial statements have been prepared in accordance with Generally Accepted Accounting Principles (GAAP) in India and presented under the historical cost convention on cash basis of accounting, subject to point 3. The Society adopts accrual system of accounting.

2. Investments:

Investments made by LCE are stated in the financial statements at cost but not at market value.

3. Revenue Recognition:

(i) Consists Mainly of Income received from students as Course Fee through bank. Fee due amount is collected by cash/ bank transfer.

(ii) Interest on Investments is recognized on accrual basis.

(iii) Interests on earmarked funds are credited to the respective fund accounts.

4. Accounting for fixed assets:

(i) Fixed assets are stated at cost of acquisition less depreciation.

(ii) Depreciation on Fixed assets has been provided on written down value method in accordance with the rate specified under the Income Tax Rules 1962.

5. Accounting and Audit:

Books of account of LCE are maintained in Tally. Annual Financial audit is done by Society appointed Statutory Auditor (Chartered Accountant) who duly signs and certifies the Yearend Financial Statements with Auditor's report for the Unit. Audit is done on a quarterly basis.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<u>View File</u>
List of audit objections and their compliance with seal and signature of the Principal	<u>View File</u>
Any other relevant information	**No File Uploaded**

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	**No File Uploaded**
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.

Revenue Recognition:

(i) Consists Mainly of Income received from students as Course Fee through bank. Fee due amount is collected by cash/ bank transfer.

(ii) Interest on Investments is recognized on accrual basis.

(iii) Interests on earmarked funds are credited to the respective fund accounts.

Cash at Bank & Investments:

The balances with the bank of LCE is operated through 4 savings bank accounts. Operation of these Bank accounts follow a dual

signatory system with Secretary LCE as First Signatory and Campus
Treasurer as the counter signatory as approved by the governing
body of the society. Fixed deposits made with nationalized and
scheduled banks and approved Housing finance companies as
recommended by Society. These FDs are independently confirmed by
the respective banks where these deposits are held at the end of
every year. Short-term investments are made in Liquid and debt
funds through Society authorized Advisors/ agents for which
portfolio is decided by Society.

FMCB(FMPP)

LCE follows ta Financial Management capacity Building process
initiated by Society for continuous improvement in area of
Financial management and Compliance through periodic FM training
and FMPP. The FMPP score card is constantly updated with auditor
and CFO inputs and monitored for actions completed every year.

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

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 meets 5 times a year to plan, direct, implement and
evaluate the teaching & learning and various activities at the
College. The IQAC strives to spread quality culture through
quality enhancement initiatives and best practices.

I. Faculty Development Programme

iOne Day Staff Orientation

A Special Talk on Transformation of Higher Education Institutions

to Multidisciplinary Institutions

Brain Storming session on NAAC Accreditation-Criterion wise

. One day International Webinar –Online

II. Student Development Programme

Two Days Student Orientation

Teaching Aptitude Test-Entry Level for the B.Ed. first year students (2022-2024 Batch)

Content Enrichment/Foundation Course-5 Days

Special Talk on "Educational Leadership"

Special Talk on "International Education System – Philippines Education"

Organized Sign Language Certificate Course along with the Research Committee

Special Talk on "Need & importance of NAAC Accreditation"

Special Talk on "NEP 2020 & Transformation of Higher Education Institutions to Multidisciplinary Institutions"

Teaching Aptitude Test-Exit Behaviour & Analysis for the B.Ed. Second Year students (2021-2023 Batch)

TET Classes for the B.Ed. Second Year students (2021-2023 Batch)

One day International Webinar –Online

III. Institutional Development Programme

- External -Academic & Administrative Auditing (2022-2023)
- Student Satisfaction Survey(Online)-2022-2023
- Feedback on Curriculum from Employers, Alumni and students
- Submission of AQAR (Online)
- Principal ,Teaching and Non Teaching Performancce Appraisal
- Green Audit
- AAA

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 of the college periodically reviews and constantly upgrades the quality of teaching-learning process in the following ways:

- Action Plan

At the start of the academic year, teachers create an action plan for the courses they are in charge of. The action plan is thorough and contains every strategy a teacher intends to use to teach a course. It is created utilizing several learner-centred teaching strategies. During frequent staff meetings, it is discussed with the teachers how they are doing with carrying out the action plan.

- Conducting Pre-test and Post-test for all the subjects

Pre-tests assist teachers in designing the curriculum up front, and post-tests show where adjustments need to be made to increase students' capacity to understand and retain the content in the future. Additionally, pre-post test scores allow teachers to focus on particular areas that need development.

- Staff Performance Appraisal

The IQAC of the college regularly administers a staff performance appraisal semester wise. Students participate and finish the process without any hesitation because the student evaluation is kept confidential. IQAC conducts a methodical analysis of the survey data. . The conversation enables the teacher educators to comprehend the areas that need improvement. In addition to this, all teachers routinely solicit oral input from students about the teaching and learning process.

- Students Satisfaction Survey(Online)

Students complete the online Student Satisfaction Survey that is available on the website. This feedback is used to make informed decisions about curriculum development, teaching methods, and resource allocation.

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

30

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	View File

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	**Four 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/iqac.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	View File

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:

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

Example :1Strengthening of IQAC Functions

IQAC occupies a key position in assuring quality in all facets of institutional operation.

   • The Annual Quality Assurance Reports (online) are prepared

- and submitted regularly to NAAC within the stipulated time.
- Feedback on curriculum is collected from alumni, employers and other stakeholders and analyzed systematically.
- Academic and Administrative Audit is conducted by inviting external experts. Adequate measures are taken to implement the suggestions of the audit members.
- Student Satisfaction Survey (online) is conducted to ensure the satisfaction of students with the overall performance and programmes of the institution.
- Measures have been taken to enrich the curriculum by providing a value added course on sign language along with the Research Forum to address the diverse needs of the students.
- Green Audit conducted to portray a good image of institution through its clean and green campus and also to help to protect the environment in and around the campus.
- Conducting TET Coaching Classes for the B.Ed. second year students

Example:2 Research Initiatives by LCERF

- LCERF received 12 Action Research Reports as an outcome.

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 participates in energy conservation initiatives. The campus uses solar panels to generate renewable energy from natural resources. the student teachers are encouraged to use the electric power judiciously in and out of the classrooms.

1. The solar panels contribute 29% of the campus's electricity needs; the rest is sourced from the state government.
2. Future teachers are educated to turn off lights, fans and

electronic equipment when not in use.
3. Compact fluorescent lights (CFLs) are encouraged for lightening.
4. Responsible computer usage is emphasized
5. Computers, monitors and copiers should be set to sleep mode instead of standby mode.
6. Water coolers are preferred over refrigerators for hot and cold water needs.

File Description	Documents
Institution's energy policy document	View File
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.

Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Loyola campus processes 350000 litres of sewage daily through Bio-treatment. Managed by Pacific Clear Tech, the plant's treated water is tested monthly by Loyola ERI.

Bio-waste Management

Loyola Campus converts 750 kg (approx.) of daily bio-waste into manure and bio-gas. Bio- digester produces 50kg of methane gas daily, used in the campus kitchens. This process contributes to sustainability and resources management.

Organic Leaf Waste Management

Over 500 Kg of daily green waste is processed with Bio-Digester slurry for 45 days. The outcome, organic manure, nourishes plants across the campus. Sustainable waste management enhances soil quality and supports greenery.

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

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	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above

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

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

Loyola College of Education is deeply committed to maintaining

cleanliness, greenery and a pollution free environment. The diligent maintenance team disinfects area daily, while each room is stocked with cleaning supplies. Bio-degradable and non-bio degradable wastes ware collected in various colour dustbins in and out of the campus. Sanitizer stands are conveniently placed around the campus, with a ban on single-use plastic. Necessary toilet items are kept in both the male and female rest-rooms. Encouraging eco-friendliness, bicycles and e-vehicles are promoted. Every alternative week, in the day order 1, last hour the students do campus cleaning as Eco club activity. A "Go-Green" initiative involves students- led activities like planting saplings, preserving herbal garden, maintaining green grass and greenery in front and around of the campus, ensuring sustainable development and resources conservation.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

All of the above

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	[View File](#)

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

7.5

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

Loyola College of Education actively addresses social, environmental and community concerns through seminars, webinars and programmes. It promotes a healthy environment with initiatives like tree planting. Embracing India's diverse culture, it imparts practical knowledge for unity and environmental awareness. The college encourages inclusivity and goodwill among students from various states. Faculty, students and staff engage in national development activities, fostering unity and awareness through informative campus displays.

The college celebrates Independence Day, Republic Day and other cultural festivals instilling values of love, integrity and patriotism. Community involvement includes visits to schools for the visually and hearing impaired, donations to the needy, and support for weddings of financially disadvantaged students. Loyola College Of Education instils commitment to nation, society and humanity in its students.

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	**A. All of the above**

organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

Action Research

Action Research helps in addressing real-world problems especially it is so helpful for the teachers of Gen- Z learners. Since action research is context-specific, it is understood by LCE in such a way that the practical knowledge would help trainees address the needs of educationally backward children in regular classrooms. The students are encouraged to proceed with the publication of the results. The best action research is selected and published by the college with ISBN with the title 'Prospective's Perspectives' as a token of appreciation and motivation.

Placement Tutelage Programme

The Placement Cell of LCE finds the best job opportunities for the students. LCE decided to conduct a series of input sessions, mock interview, and a few sessions on the needs of special children to

cope in the inclusive educational environment. "Placement Tutelage Programme" is a series of structured training programme to provide a hands-on experience. The topics covered are Resume Writing, The challenge of change, Dynamic Leadership in the 21st century, Problem-solving skills, Interpersonal relationships, Interview Skills, and Communication Skills. The placement drive was conducted in the month of March 2023. LCE is pleased and satisfied for a cent percent placement in reputed schools around Tamil Nadu.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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

The formation of human engineers as men and women for others is the distinctiveness of LCE. Helping the students to develop resilience to meet the challenges of the modern world is our long-term goal. The students are trained to cater to the needs of the school children through various innovative educational strategies. In addition, being an undergraduate teacher training institution, the students are allowed to undertake action research with the guidance of teacher educators to find out the actual real-world problems persisting in school education during their internship in the second year allowing them to gain knowledge, comprehension, interest, and skill in research, as well as promote their self-inquiries, investigation of problems, strategies and methods to improve student learning and teacher effectiveness. The teacher educators are also given FDP to enhance their professional skills and redefine their research attitude to help and accompany the student teachers in their research journey. Action research reports are corrected, and suggested for publications in scholarly journals and books. The best reports were published by LCE to develop and appreciate the research culture which in turn paves the way for the students to move on easily in their higher education as educational researchers.

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**

View File