

Loyola College of Education, Chen			
Accredited (3rd cycle) at 'A' grade			
Various committee – Students Development Programm			
S.No	NAME OF THE COMMITTEE	Name of the Programmee	Resource Person
1		Connect Minds... Cultivate Learning... (From A Neuroscience Perspective)	Rev. Dr. Tony Raj SJ
2		Student Induction Programme	<div>Ice Breaking Session -Rev.Fr. Anand SJ &amp; Bro.Rex SJ</div> <div>Teaching Aptitude Test Entry Behaviour -Dr. T. Ponmalini</div> <div>English Proficiency Test -Mr. K. Nandha &amp;Dr. Karthikeyan</div> <div>Input Session on "Teaching Profession &amp; Orientation on B.Ed. Programme" Dr. A Jasmine Christy</div> <div>Input Session on "Code of Conduct" Dr. L. Kulandai Theresal,</div>

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	Input Session on “Characteristics of Jesuit Education” - Rev.Dr.D.Thomas Alexander SJ
Content                      Enrichment /Foundation Course	Faculty Members
Campus Tour	Faculty Members
A    Special    talk    on “Developing   the   Leader within you”	Josephine    Nancy Jagaselvan

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Curriculum Feedback from Internship School heads & Teachers	Internship School Heads & Teachers
Curriculum Feedback from B.Ed. Second Year students	Second Year students
Curriculum Feedback from Alumni	Alumni

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Curriculum Feedback from Employers	Employers
Career Guidance Programme with Special orientation on CEET - Competitive Examination Exposure Test	Mr. S. Ganesa Subramanian
Action taken report for curriculum feedback based on feedback given by - Students, Internship school heads & teachers, alumni & employers	

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Practice Test for Civil Service Exam	
A Critical Discourse on the Efficacy of Integrated Teacher Education Programme(Online Webinar)	Prof. Dr. P. Srinivasan & Dr. Thiyagu Suriya

**IQAC Committee**

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A Two-day International Seminar On “Generation Alpha Unplugged: Educating, Empowering, and Elevating the Digital Natives” (Hybrid Mode)

Rev. Dr. Joseph Xavier SJ, Dr. K. Thiyagu, Dr. Priyadarshini Muthukrishnan, Prof. (Dr). Adam Paul. Patteti, Dr. Kavitha Dhanaraj, Dr. E. Ramganesh

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Course wise Feedback by the Students -Semester I by B.Ed. First Year students

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TET Entry Level Test - B.Ed. Second Year Students	
SWOC Analysis on Institution by the students	
<b>Certificate Courses:</b>	
1.Sign Language LRF	

2.Communication &  
Performing Arts ,Pedagogy  
of English

3.Teaching Basic Tamil  
Language,Pedagogy of  
Tamil

4.Google Mastery,ICT Cell

5.Essential Vocational  
Skills for prospective  
Teachers ,SUPW



19	Teaching Aptitude Test - Exit Behaviour -B.Ed. Second Year Students	
20	Course wise Feedback by the students-Semester IV- B.Ed. Second Year students	
21	Student Satisfaction Survey	

22		Course wise Feedback by the students-Semester II-B.Ed. First Year students	
23		Pre-Test & Post-Test for all the subjects-Semester I, II & IV	

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by NAAC		
e –Academic Year -2024-2025		
Objectives	Achievement	
	Date	Learning Outcome
To explore the neurological mechanisms underlying effective learning and their implications for student development.	18.07.2024 & 19.07.2024	Students learnt the key neurological processes involved in learning—such as neuroplasticity, memory consolidation, and emotional regulation—and apply this understanding to enhance student engagement and development.
To build rapport among students and foster a productive learning environment	03.10.2024-05.10.2024	Develop skills to create a supportive and collaborative classroom atmosphere
To identify the entry level of teaching aptitude in student-teachers		Evaluate initial teaching aptitude and identify areas for development
To identify the level of English proficiency and segregate them for spoken English classes		Assess English proficiency for appropriate placement in spoken English classes
To become aware of the teaching profession & B.Ed. curriculum		Understand the structure and expectations of the B.Ed. program and teaching profession
To inform student-teachers about the code of conduct at Loyola College of Education		Comprehend and adhere to the code of conduct at Loyola College of Education

To orient about the character of Jesuit Education System		Gain an understanding of the principles and values of Jesuit education
To enable the students to bridge the gap in their content knowledge and enrich technical skills.	09.10.2024-16.10.2024 (5 Days)	Enhance subject matter expertise and technical proficiency
To explore potential academic institutions, to foster a sense of belonging, and to enhance the students' understanding of campus life	17.10.2024 & 18.10.2024	Students will be able to navigate the campus confidently and utilize available resources effectively for academic and extracurricular activities.
To empower students with the necessary skills, knowledge and mindset to succeed both academically and personally. It focuses on enhancing leadership qualities, personal growth and professional development to equip students for future challenges.	17.12.2024	Students will be able to identify key leadership qualities, reflect on their personal strengths, and apply strategies to develop their leadership potential in academic and professional settings.

<p>To gather feedback from internship school heads and teachers regarding the curriculum implemented during the internship period, aiming to identify strengths, weaknesses, and areas for improvement to enhance the relevance and effectiveness of the curriculum</p>	<p>Oct 2024-Jan 2025</p>	<p>By collecting feedback from internship school heads and teachers, educators will gain valuable insights into the curriculum's alignment with real-world teaching practices, student needs, and educational goals, empowering them to make informed decisions for curriculum development and revision to better meet the needs of learners.</p>
<p>The objective is to collect feedback from B.Ed. second-year students regarding their learning experiences, teaching methods, and course content, aiming to identify areas for improvement and enhance the relevance and effectiveness of the curriculum.</p>	<p>Jan-25</p>	<p>By providing feedback on the curriculum, B.Ed. second-year students actively contribute to the improvement process. This engagement fosters a collaborative relationship between students and faculty, empowering students to voice their opinions and preferences and enabling faculty to make informed decisions for curriculum development and revision that better meet the needs of learners.</p>
<p>Gather feedback from alumni to inform improvements to the curriculum.</p>	<p>Jan-25</p>	<p>Gather feedback from alumni to inform improvements to the curriculum.</p>

Gather curriculum feedback from employers is to ensure that educational programs align with placement needs and expectations, thereby enhancing graduates' employability and readiness for the workforce.	Jan-25	Tailor educational programs to meet current industry standards and demands
To prepare students for various competitive exams by enhancing their understanding of exam formats, effective study techniques, and time management skills, thereby increasing their confidence and readiness for success	06.02.2025	Students will be able to understand various career pathways, gain awareness of competitive examination patterns through CEET, and apply effective strategies for exam preparation and career planning.
Preparing an Action Taken Report for curriculum feedback from students, internship school heads & teachers, alumni, and employers is to improve the relevance, quality, and effectiveness of educational programs.	Feb-25	Enhance curriculum alignment with employment trends and employer expectations.Improve student satisfaction and engagement by addressing identified areas for enhancement.

To evaluate and improve candidates' readiness for the Civil Service Exam through a structured practice test.	13.02.2025	Students enhance their knowledge, critical thinking and time management skills to perform effectively in the actual exam.
To critically analyze the Integrated Teacher Education Programme, examining its benefits, challenges and impact on teacher preparation, quality education and student outcomes in diverse contexts	24.02.2025	Participants will be able to critically evaluate the structure, benefits, and challenges of the Integrated Teacher Education Programme (ITEP), and reflect on its implications for the future of teacher training and education policy

<p>Equip Generation Alpha with essential digital skills, critical thinking and responsible online behavior to navigate the digital world effectively.</p> <p>Promote a balanced approach to education by integrating technology with experiential learning, social-emotional development and ethical decision-making.</p> <p>Instill values of online etiquette, cybersecurity awareness and ethical use of digital platforms to cultivate</p>	<p>24.04.2025 &amp; 25.04.2025</p>	<p>Participants will be able to analyze the behavioral and cognitive traits of Generation Alpha, and apply effective, future-ready pedagogical strategies to engage and empower these digital natives in diverse learning environments.</p>
<p>To collect detailed feedback from students regarding their learning experience, teaching methods, course content, and overall satisfaction with each subject in Semester I, aiming to identify areas for improvement and enhance the quality of education</p>	<p>29.04.2025</p>	<p>Through subject-wise feedback, students actively engage in providing insights and suggestions for improvement, empowering them to voice their opinions and preferences, and encouraging faculty to tailor their teaching approaches to better meet student needs, ultimately fostering a more student-centered learning environment.</p>



To provide structured coaching sessions to B.Ed. second-year students, aiming to equip them with the necessary knowledge, skills, and strategies required to successfully clear the Teacher Eligibility Test (TET) and qualify for teaching positions in educational institutions	March -April 2025	B.Ed. second-year students will demonstrate enhanced subject knowledge, test-taking skills, and confidence as a result of participating in TET coaching classes, ultimately increasing their likelihood of achieving success in the TET examination and advancing in their teaching careers.	
To conduct a comprehensive SWOC analysis to gain insights into the institution's internal strengths and weaknesses, as well as external opportunities and challenges.	II Year - 10.05.2025 I Year- 17.07.2025 & 18.05.2025	Students develop the ability to critically assess and analyze various aspects of the institution, including its resources, policies, and environment, thereby enhancing their analytical and critical thinking skills	
Sign Language certificate course is to provide learners with comprehensive knowledge and practical skills in sign language communication.	July 2024- April 2025	Demonstrate proficiency in expressive and receptive sign language skills.	

Communication & Performing Arts certificate course is to enhance participants' skills in verbal and non-verbal communication techniques through performing arts	June-July 2025	Demonstrate improved verbal and non-verbal communication skills
Teaching Basic Tamil Language certificate course is to equip learners with the essential skills and knowledge to teach basic Tamil language proficiency to beginners		Demonstrate proficiency in teaching basic Tamil language skills, including vocabulary, grammar, and pronunciation.
Google Mastery certificate course is to empower participants with advanced knowledge and skills in utilizing Google's suite of tools and applications for professional and personal productivity.		Utilize Google's tools and applications proficiently for productivity and collaboration
To develop core vocational skills necessary for effective teaching, including communication, classroom management and instructional planning.		Prospective teachers will be able to demonstrate effective communication techniques and apply basic classroom management strategies in simulated teaching scenarios.

Aiming to provide constructive feedback to faculty members on their teaching effectiveness, communication skills, and overall performance to support continuous improvement.	10.05.2025	B.Ed. second-year students will develop skills in evaluating and providing feedback on staff performance, honing their ability to assess teaching practices, communication effectiveness, and interpersonal skills, thereby enhancing their own professional development as future educators.
To collect feedback from B.Ed. second-year students regarding their learning experience, teaching methods, and course content for each subject in Semester IV, aiming to identify areas for improvement and enhance the relevance and effectiveness of the curriculum.	10.05.2025	By providing subject-wise feedback, B.Ed. second-year students will actively engage in the curriculum improvement process, fostering a student-centered learning environment and empowering faculty to tailor their teaching approaches to better meet student needs
To assess the overall experience with the program, teaching quality, support services, and learning resources, aiming to identify areas of strength and areas for improvement.	II Year - 10.05.2025 I Year- 17.07.2025 & 18.05.2025	By analyzing the results of the student satisfaction survey, educators and administrators will gain valuable insights into student needs, preferences, and concerns, enabling them to make informed decisions for program enhancement and to provide targeted support services to enhance student satisfaction and retention rates

<p>To collect feedback from B.Ed. first-year students regarding their learning experience, teaching methods, and course content for each subject in Semester II, aiming to identify areas for improvement and enhance the relevance and engagement of the curriculum.</p>	<p>17.07.2025 &amp; 18.05.2025</p>	<p>By providing subject-wise feedback, B.Ed. first-year students will actively participate in the curriculum improvement process, fostering collaboration between students and faculty and empowering students to contribute to the enhancement of their learning experience.</p>
<p>To evaluate students' baseline understanding and readiness in the subject area at the outset and determine areas for improvement.</p>	<p>Sem I, Sem II Sem IV</p>	<p>Students will demonstrate increased competency and mastery in the subject matter, as evidenced by their performance improvement from the pre-test to the post-test.</p>