



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**St. Xavier's College of Education
(Autonomous)**

- Name of the Head of the institution **Rev. Dr. D. Thomas Alexander,
S.J.**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **04622577630**
- Mobile No: **9443554775**
- Registered e-mail ID (Principal) **sxceiqac@gmail.com**
- Alternate Email ID **sxcdeanofstudies1@gmail.com**
- Address **St. John's College Road,
Palayamkottai.**
- City/Town **Tirunelveli**
- State/UT **Tamil Nadu**
- Pin Code **627002**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Tamil Nadu Teachers Education University**
- Name of the IQAC Co-ordinator/Director **Dr. A. Punitha Mary**
- Phone No. **04622577630**
- Alternate phone No.(IQAC) **04624264475**
- Mobile (IQAC) **9894463454**
- IQAC e-mail address **sxceiqac@gmail.com**
- Alternate e-mail address (IQAC) **sxcdeanofstudies1@gmail.com**

3.Website addresswww.sxcedn.edu.in

- Web-link of the AQAR: (Previous Academic Year)

<https://sxcedn.edu.in/wp-content/uploads/AQAR-Report-2021-2022.pdf>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

https://sxcedn.edu.in/?page_id=2886**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	NA	2000	17/04/2000	16/04/2004
Cycle 2	A+	NA	2007	31/03/2007	30/03/2012
Cycle 3	A	3.67	2013	23/03/2013	22/03/2020
Cycle 4	A+	3.29	2022	26/04/2022	25/04/2027

6.Date of Establishment of IQAC**17/08/2004****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

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

- 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)

Faculty Development Programme (SDP) on 'POSH Act & POCSO Act' on 18th August 2022.

Faculty Exchange Programme was executed between our college and St. Ignatius College of Education (Autonomous), Palayamkottai on Educational Psychology, by exchanging three faculties from 12th to 18th October 2022.

A one-day National Workshop on 'Tech 2K25 Teachers: Innovative Technology in classroom' for the trainees of our college was organized on 26th November 2022.

Under MoU, organized a Webinar jointly with St. Xavier's Institute of Education (Autonomous), Mumbai, India on 'Digital Portfolios in Education' on 19th January 2023 for the students of both the colleges.

Under MoU, organized a Webinar jointly with St. Xavier's Institute of Education (Autonomous), Mumbai, India on 'Integral Pedagogical Paradigm' on 31st March & 01st April 2023 for the students of both the colleges.

Seminar on POCSO Act was organized in collaboration with St. Ignatius College of Education (Autonomous), Palayamkottai on 28th March 2023 for the students of both the colleges.

The Academic and Administrative Audit for the academic year 2022-2023 was held on 28th April 2023.

Published IQAC Newsletter for the academic year 2022-2023.

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
<p>Executing Faculty Exchange Programme between SXCE & SICE.</p>	<p>Conducted from 12th to 18th October 2022 under MoU with St. Ignatius College of Education (Autonomous), Palayamkottai and the students both the colleges benefited.</p>
<p>Initiating MoU with colleges of education at National Level</p>	<p>MoU signed with St. Ann's College of Education (Autonomous), Secunderabad and St. Xavier's Institute of Education, Mumbai on 23rd October 2022..</p>
<p>Organizing Seminars / Webinars / Workshops under MoU with colleges of education at National Level.</p>	<p>Under MoU, organized a Webinar jointly with St. Xavier's Institute of Education (Autonomous), Mumbai, India on 'Digital Portfolios in Education' on 19th January 2023 for the students of both the colleges, Under MoU, organized a Webinar jointly with St. Xavier's Institute of Education (Autonomous), Mumbai, India on 'Integral Pedagogical Paradigm' on 31st March & 01st April 2023 for the students of both the</p>

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Student Induction Programme	Organized from 12th to 16th September 2022 and the first year B.Ed. students benefited out of this SIP.
Organizing National Workshop on 'Tech 2K25 Teachers: Innovative Technology in classroom'	Organized on 26th November 2022 and the first year trainees benefited out of this programme.
Organizing Faculty Development Programme (SDP) on 'POSH Act & POCSO Act'	Organized on 18th August 2022 and all the faculties benefited out of this programme..
Organizeing Ladder programme for PG students	Yet to be realized.
Conducting Staff Self Performance Appraisal for each semester	Obtained and Evaluated.
Organizing FDP for Non-teaching Staff	Organized on 17th December 2022 & 10th March 2023
Organizing Student Exchange Programme	Yet to be realized.
Conducting Academic and Administrative Audit (AAA)	Conducted on 28th April 2023
Organizing FDP on Counselling Techniques for Faculty	Yet to be realized.
Conducting In-house Research	In-house Research was conducted on the Impact of COVID-19 on the Resilience of Prospective Teachers by the faculty members Dr. A. Michael J Leo and Dr. M. Antony Raj.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	04/05/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Governing Body	04/05/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	28/02/2024
15. Multidisciplinary / interdisciplinary	
<p>Our college has gone through three cycles of autonomy and four cycles of NAAC accreditation process. Thus our institution remains as an autonomous and NAAC accredited (A+) teacher education institution with 73 years of educational service in the society. It serves the rural, semi urban and urban prospective teachers to acquire the basic knowledge of teacher education and the various pedagogies for the teaching-learning purpose. Being the autonomous institution, it has the facility to design the curriculum, best suited for the prospective teachers to be effective in the classrooms. The College offers currently B.Ed., M.Ed., M.Phil., and Ph. D programmes. The syllabi for the above programmes are constantly under revision, twice in a year through curriculum development cell, pre-board of studies, board of studies and academic council of the college. The members of the above committees</p> <p>are drawn from various disciplines including teacher education, arts and science, medicine, law, industry, alumni, students and the faculty. Thus more opportunities are created to have comprehensive, holistic and interdisciplinary approach in the formation of the curriculum. In the process, the emerging educational trends and the innovations in information technology are consciously focused and well incorporated in the curriculum.</p> <p>The vision and the mission of the college aim at the integral formation of prospective teachers and the promotion of</p>	

educational research at the service of our youth for the establishment of a Just and Humane Society. We have the following plan of transforming the institution towards a holistic and multidisciplinary institution: We have St. Xavier's College (Autonomous) with arts and science faculties and we may collaborate with them in offering integrated B.Ed. integrated programme, annexing our college as one of the departments of Arts and Science College. It is also possible to start arts and science programmes other than Education in the existing College of Education. The curriculum for the B.Ed. programme is the combination of humanities and science. In theory section the courses on foundational knowledge such as educational psychology, educational philosophy, educational sociology, curriculum development, evaluation, and Technology and evaluation are dealt with. Secondly the pedagogy courses on different subjects followed by elective courses on various subjects connected with society are included. Apart from the above, value-added courses which are skill based such as language of Hindi, fashion and designing, modern theatre arts, photography, interior decorations etc. are included. Yet another Diploma Programme on digital pedagogy prepares the prospective teachers to have integrated approach in the teacher education. All the above courses engage the students in an interactive manner with science and arts subject, moving towards the attainment of a holistic and multidisciplinary education.

The extension activities including social project, MOTESC, visit to aged home etc., and research activities such as publication of books, journals and organization of conferences on various socially relevant topics and issues add richness to the curriculum. Thus the institution envisages a multidisciplinary curriculum cum research endeavours to vibrate with social issues and challenges.

16.Academic bank of credits (ABC):

The scheme of Academic Bank of Credits which enables the student's mobility across higher education institutions is in the beginning stage in our college; our college being the autonomous institution, has the freedom to design the curriculum and bring in a higher level

of innovations in pedagogy, evaluations and formations of students. Our college is a single faculty teacher education institution, affiliated to Tamilnadu Teachers Education University, Chennai and we adhere, in spite of autonomy, to the

National curriculum framework of teacher education, published by National Council for Teacher Education. In its curriculum, we have the foundational courses, pedagogy courses, elective courses and other value added courses with proper credit marking and sufficient hours of theory and practical. Each university for its affiliated colleges, may have different nomenclatures of courses and it is the same for autonomous colleges too; For autonomous colleges, remember, the content may not vary much but the basics will be there and hence we, the autonomous college are mulling over the concept of allowing our students to apply and complete courses from other colleges of teacher education and add it in the ABC so that each institution may transfer them whenever it is needed. As a starting point, we have number of MoUs with neighbouring institutions and we have completed the staff exchange programme through which two of our staffs, namely Prof. Dr. Thomas Alexander and Prof. Dr. Punitha Mary of SXCE took classes at St. Ignatius College of Education, Palayamkottai; similarly, two other staffs from the previous institutions namely, Dr. Indra and Dr. Prema of SICE engaged our students for the psychology classes. It was a successful interaction and appreciated by all. This eventually will pave the way for us to allow our students to do courses in the neighbouring institutions and accumulate credits in ABC. Since it is two-year teacher education programme, an initiative has to come from the university for its implementation among the teacher education

institutions. Meanwhile, the faculties are always encouraged to discover their own methods, approaches and techniques for an effective teaching-learning process within the approved framework of NCTE through assignments and assessments. The good practice is yet to be completely implemented but we are in dialogue with other autonomous institutions through our MoUs, where by each college may offer courses online and those credits may be accumulated in the bank. On the whole, our college is very much for the ABC which will empower the students to interact with students of other colleges, earn credits in another campus and become transformed as a global citizen for the welfare of the society.

17.Skill development:

The teacher education programme incorporates the elements of theory and practicals of the pedagogy for a prospective teacher. Accordingly the theory section is taken care of with more than twenty courses whereas the practicals, consisting of the practice of teaching skills occupies a considerable amount of time. The

teaching skills include microteaching skills, classroom management skills and presentation skills of the content; this is the requirement of the B.Ed Programme. On the other hand, the prospective teachers are prepared for a life long learning and self-reliant future. This means, a sound and a deeper analysis of the environment in which a person lives and the skills needed to survive in the same society. Therefore the elective courses such as guidance and counseling, environmental education, human rights education, peace education, physical and health education, library science and value education duly prepare the students for a proper socially and ethically oriented life style so that the person is able to maintain a cordial relationship with the neighbours. There are other skill based courses like the language of Hindi, skill of interior decoration, fashion designing, the skill of computing, the skill of e-content creation, skill of communication and skill of photography conducted in the campus.

All the above courses are credited and evaluation is duly conducted. They are well planned out in the beginning of the academic year and conducted in a paced manner throughout the year. There are other self-study courses through online (SWAYAM) on any topic and offline on a few topics suggested by the curriculum committee with the books available in the library; however there will be a mentor for each self-study course. These courses enable the prospective teachers to develop the skill of reading, comprehending and presenting.

The research skills of the prospective teachers through the extension activity of social project, internship activities of action research and case study and the writing skills through assignments and group projects (Tools for social project).

To be an effective teacher, the skill of communication remains an important tool and hence a course on 'Strengthening English Language Proficiency' is offered for three semester in the curriculum. Prior to that, at the entry level a three week long intensive English coaching is provided to develop the skills of the students. Simultaneously a comprehensive plan of developing the skill of communication in English is implemented through various programmes namely English cultural Saturday, College assembly, Compeering for programmes in English, and English news reading and listening. The cultural competitions within the campus and outside enhance the potentials of the students, make them aware of the need for socialization process and construct a new personality. Similarly the sports activities and competitions in games become the platforms for self discipline, team spirit

and achievement motivation.

The above mentioned pedagogy skills, communication skills, life skills and self-expression skills (talents) bring out the team spirit, tolerance, self esteem, clarity, critical thinking and compassion; not to be forgotten these courses develop enormous soft skills among the prospective teachers through the modification of attitudes and behavioural patterns. Thus our college takes every effort to strengthen the vocational education, value based education and the soft skills in alignment with National Skills Qualifications Framework (NSQF).

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

The curriculum designed by the college very much represents the importance of Indian culture and languages. The core courses on Educational Philosophy and sociology elaborately discuss the ancient culture of India connected with education system such as Vedic, Buddhist, Islamic and British. These systems ably present the nuances of relationship between teacher and students, teacher and the society and methods of content delivery. These Indian systems in a subtle manner bring out the living styles of our ancestors particularly in the context of rural society. Thus the prospective teachers are put in touch with ancient philosophy of teaching learning process. It is true, those old education systems brought in different aspects of human thinking and life style. Our college being an autonomous has taking every effort to introduce the element of culture and knowledge of languages in the curriculum in all the ways possible. The bilingual expression in the classroom delivery is encouraged among the faculties whenever and wherever it is desired, though English is the medium of instruction. Similarly the semester question papers are prepared and presented in English and Tamil for better understanding. Major celebrations are held in Tamil (Vernacular language) and English. The celebration of national days and festivals do reflect the culture of India irrespective of colour, creed and language. Sometimes the religious scriptures of various religions are read out in their original languages; for instance, the Quran is sung or read out in the language of Arabic. The Indian culture is depicted through cultural programmes and rural artisans.

As Tamil Nadu is a cradle of ancient civilization the archeological departments are progressing in their systematic construction of the older civilization. The information on the

sites of Keezhadi and Athichanallur were expounded by various speakers on the day of national heritage. Added to it the students were taken as field trips to the places of culturally rich, historically important and aesthetically fascinating. For example the field trips to Krishnapuram temple and government museum enabled the prospective teachers to know about the culture, religious life and the life of the ancient Tamil people.

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

Our college has already incorporated an approach of outcome-based education in the curriculum. Every course has got the Course Learning Outcome which is derived from Programme Learning Outcome. The learning outcomes of both the programme and courses were arrived at, modified and approved in the pre Board of Studies, Board of studies and Academic Council. The course learning outcomes find their foundation in the revised Bloom's taxonomy. These outcomes are well explained during the Students Induction Programme (SIP) and classroom delivery to the students. It is also expected that the faculty associates these outcomes with his/her question and evaluation in the classroom. Which means, the expectations of the staff from the students at the level of remembering, understanding, applying, analyzing, evaluating and creating have to be synchronized with the learning outcomes. Thus the syllabus of each course will have the mapping of PLOs and CLOs. While the faculty prepares the question paper, he/she is expected to choose the question based on CLOs and indicate the same in the question itself. The internal question papers, while it is set by each professor, will have to ascertain that the questions rightly evaluate the attainment of outcomes of course learning and programme learning. The students too are often exposed to the acronyms of CLO and PLO so that it gets immersed in their minds and thinking. The controller of examinations, while scrutinizing the semester question paper will check whether the questions properly evaluate the CLOs and indicate the same in the question paper itself.

Similarly when the individual event or programme is organized, the report must indicate the PLO with which the programme is associated. Constantly, the student community is put into awareness that the programme outcome is always aimed at through various events. In the beginning of each programme or event, the principal interacts with the students, enlightening them why this programme is conducted, what do we want to achieve then, what sort of behavioural changes are expected of in cognitive, affective and psycho-motor domains so that the prospective

teachers are continuously in the oriented mode in becoming aware of the outcomes. Thus, all the events of the academic year will comprehensively focus on achieving the programme learning outcomes. It is to be remembered the faculty is given a good orientation in the beginning of the academic year in these aspects. All the programme outcomes and the course learning outcomes are very much synchronized with each other and aims at modifying the thinking and the behavior pattern of the prospective teachers.

The best practice is that the CLOs and PLOs are mentioned in the question papers of both internal and external; they are also explained to the students during SIP in the beginning of the academic programme.

20.Distance education/online education:

Our college established in 1950, has accumulated 73 years of experiences and existence, and created a mark of excellence in the field of teacher education. It has been consistently assessed and accredited by NAAC, starting from the grade of five stars, followed by A++, A and A+, in the past four cycles of assessments respectively. The college also obtained the status of autonomy from UGC in 2006 April and continue to enjoy the freedom of autonomy upto 2028. It is also to be noted, the college falls under the category of 12(b) and 2(f), which enables the receipt of special development schemes from UGC. Currently, we are granted to the intake of 100 students for BEd, 50 for MEd, and four research candidates each for four PhD research supervisors. The status of autonomy helped us design new curriculum, experiment new methods and techniques, and evaluate innovatively the performances of our students. Along with normal BEd programme, we have also introduced useful elective courses such as human rights education, environmental education, guidance and counselling, peace education, health education, gender issues, library management and value education. Added to it, we have the value-added courses including the communicative English, the language of Hindi, Creative crafts, small industry products like preparation of blue ink, rose milk, incense sticks etc., to put them in vocational streams.

Yet another credit to our institution is that our college has served as the nodal centre and study centre for the distance education of Madras University, IGNOU, M.S.University,

Tirunelveli, Bharathiyar University, Coimbatore and other universities of Tamilnadu; we were given the selected students in our hands and the college conducted the whole programme of contact classes for those distance education. The students felt at home and found our college well-equipped for the programme of BED, and MEd. Interestingly, our college has conducted so far five refresher courses the professors of the disciplines of arts and science in higher education. Therefore we are well-established to conduct ODL in our campus if we are offered the chance for the same.

Regarding the use of technology, during the Covid-19 affected days, we took every effort to conduct the online teaching-learning to our students, including the practical. Mostly our staff used the Google classrooms for their interactions and ZOOM online platforms for other conferences and seminars. The campus is wi-Fi connected 24 * 7. Each staff had their assignments and home works sent through google platform and got it distributed. There were online seminars and symposiums conducted and even today the meetings are conducted in a blended mode. Institution has set all the classrooms with LCD projectors and internet connections; so that all the classrooms remain smart and technobled. The library, the heart of learning is digitalized, has got two informatic centres for students to browse, and even remote access from home is possible for our students to peruse the online books. The wi-fi enabled campus accommodates a digital language lab and a sophisticated computer centre, making them busy with resource centre.

Extended Profile

1.Student

2.1 Number of students on roll during the year	195
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	150
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File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	104
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	97
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	97
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	98
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	37
4.2 Total number of computers on campus for academic purposes	88
3.Teacher	
5.1	19

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	20	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Process of Planning Curriculum</p> <p>Being an autonomous college, based on the National Curriculum Framework by NCTE the curriculum is prepared by our faculty members and it is presented in the Board of studies for discussion and the modified syllabus was submitted in the academic council for approval. Finally, this is presented in Governing Body of the college. Later, the planning and evaluation committee prepares the year plan. IQAC also suggests new initiatives which strengthen the quality of the curriculum. The staff council further scrutinizes the monthly programme in accordance with year plan.</p> <p>Process of Revising and reviewing Curriculum</p> <p>Every semester the contents of the courses are reviewed through the curriculum feedback received from the students, alumni and school headmasters along with faculty members and presented in the Pre-Board of Studies. Consequently, it is forwarded to the board of studies and eventually to the academic council for its approval. Understanding the needs of student community and expectation of stake holders, special focus is given to the addition and modifications of the content of the curriculum.</p>		

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	View File
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

A. All of the above

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

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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://sxcen.edu.in/?page_id=2369
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	View File

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

42

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	http://sxcen.edu.in/?page_id=2886

1.2.2 - Number of value-added courses offered during the year	
7	
1.2.2.1 - Number of value-added courses offered during the year	
7	
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	
96	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
96	
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	View File

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

132

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

132

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.

A basic understanding of teacher education has a robust curriculum including foundational courses which deal with the philosophical, psychological and sociological perspectives of education which enable the prospective teachers to acquire the basic knowledge about teacher education and in M.Ed. programme, a course on 'Teacher Education' is offered.

School Education Skills

The pedagogy courses outline the aims and objectives of teaching learning, methodology of evaluation of students which paves the way for acquisition of teaching skills, skills of grasping, analyzing, comprehending and criticizing the content, leading to the construction of knowledge.

Capability to Extrapolate

The curriculum assists the prospective teacher to discover oneself in terms of his/her strengths and weaknesses and understanding the needs and desires of his/her neighbours. Becoming aware of social realities, the trainee modifies his/her personality so that he/she acquires the needed social and environmental competences for a fruitful teaching-learning process.

Skills Developed

The core courses on Soft Skills and Strengthening English Language Proficiency and the elective courses on Human Rights and Duties Education, Peace Education, and Guidance and Counseling develop the competencies of understanding and managing the emotions, reflecting the social realities, the skill of guiding the students and the competence of keeping the harmonious relationship.

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

The prospective teachers must be aware of different school systems in India as well as the educational system in abroad. Hence our institution has the historical development of education systems such as Vedic, Islamic, Buddhist, Christian and British education in the core course on philosophical foundations of education. The functional aspects, the mode of assessment and the norms and standards of various boards of school education and the state-wise variations in the school education are comprehensively discussed in the courses on philosophical foundations of education, vision of education in India, curriculum and school and assessment of learning. The prospective teachers are exposed to the different types of schools through teaching internship for a period of sixteen weeks and special school visits. The visit to the normal and special schools enlightens the prospective teachers with the diversities in the school system in India. The prospective teachers are educated about the international educational scenario through debates and discussions in the core courses; this is complemented with the historical note of different schools of thinkers and philosophies through the core courses.

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

In order to develop the communication, pedagogy knowledge, critical outlook, Leadership Skills and technological skills which are essential for a teacher, the following activities were conducted.

Effective Communication

The trainees are exposed to intensive English training, college assembly in English, a course on Strengthening English Language Proficiency for three semesters, utilization of English language laboratory, daily morning English prayer and programme anchoring in English.

Pedagogical knowledge

The prospective teacher is initiated into various methods of teaching. Prior to the macro teaching practice, microteaching practice, link practice and peer teaching are organized.

Critical Social Outlook

Awareness programmes on Say No to Plastics, SWACHH campus, Visit to District Science Centre, ARCH, Salt Pan, Kudankulam Nuclear Power Plant and SPIC, Awareness Programmes on Drug Abuse, Suicide prevention, Cyber Wisdom, Legal Rights and Act on POCSO are organized to develop the social outlook of trainees.

Leadership Skills

The trainees are trained to acquire the traits of a leader through formation of students' council, organization of college assembly, subject club activities, Intramural cultural and sports competitions.

Techno Savvy

The college has its classrooms well furnished with electronic gadgets, and the free access to Wi-Fi connectivity; the communications to the stakeholders are transferred through e-resources.

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	All of the above
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structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

98

2.1.1.1 - Number of students enrolled during the year

98

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

93

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

93

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	View File

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

00

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

00

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

A. Identification of learning needs of students

English Proficiency Test

Every admitted student took an English proficiency exam to see how well they were doing. Their test results were used to identify their learning needs, which included grammar, comprehension level, and LSRW skills.

Academic Support

The first academic assistance activities included tongue twisters, situational conversations and public speaking, essay writing to improve comprehension, and listening to the AIR news. Students pursuing a B.Ed. were required to take a course in "Strengthening English Language Proficiency" during their first, third, and fourth semesters.

B. Identification of level of readiness of students

Teaching Aptitude Test

The college administered a teaching aptitude test to determine the students' degree of psychological, academic preparedness and their comprehension of the teaching profession.

The Identified psychological and academic needs

These needs were generally found in the above test: a lack of understanding of the significance of appropriate teaching strategies and learning resources, the efficacy of skills, approaches and the relevance of serving as an example for students in the role of a teacher.

Academic support

Microteaching, peer teaching, preparatory teaching practice, and intense teaching practice were planned by the college considering the aforementioned weaknesses in mind.

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

Six/Five 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	View File

<p>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</p>	<p>One of the above</p>
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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	View File

2.2.4 - Student-Mentor ratio for the academic year

1:7

2.2.4.1 - Number of mentors in the Institution

13

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	View File

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.

Given autonomy, St. Xavier's College of Education uses a variety of teaching and learning modalities.

Core Courses

For aspiring teachers, the core courses serve as their basic experiences; they must be developed via interactions with peers and teachers. As a result, the approaches of focused group sharing, brainstorming, and participation are highly advantageous for a positive teaching-learning process.

Pedagogy Courses

In order to foster a scientific mindset, the science faculty used practical learning techniques such as lab work, demonstrations, and problem-solving techniques. Because the art students are eager to share their opinions with the class, participatory, enactive, group discussion, debate, and dialogue methods were employed.

Courses for experience of social and environmental sensitivity

The elective courses that are given in addition to core courses encourage social and environmental awareness, which is why issue-based and focused group discussion techniques were chosen. Courses providing enrichment opportunities for teachers. Through interactive, experimental, physical, and participatory approaches, classes on fine arts, performing arts, communicating English, and physical education are given.

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sxcdn.edu.in/?page_id=3412
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

196

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	View File
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

Four 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	https://sxcdn.edu.in/?page_id=3412
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

Continual mentoring

Ongoing mentorship between tutors and students enhances the development of professional attitudes, further reinforced by private interactions with student counselors.

Working in teams

Participation in various programs like college assemblies, microteaching, peer teaching, internships, subject club activities, students' council involvement, and festive celebrations fosters a sense of teamwork among students.

Dealing with student's diversity

The curriculum includes courses in undergraduate (UG) and postgraduate (PG) levels that cover the characteristics of both typical and exceptional children. Additionally, trainees are required to document two reports focusing on the diverse needs of learners and a case study based on their internship experiences.

Conduct of self

The discipline committee monitors and mentors student behavior continuously. Prior to internships, the Principal conducts an orientation to guide trainees on appropriate conduct in front of students, faculty, and administration.

Balancing home and work

A course on soft skills development have been organized by the institution to help students manage stress and achieve a balance between personal and professional life.

Updating with recent developments

Teachers-in-training are encouraged to stay abreast of recent developments, which is reflected in their contributions to subject club notice boards and their involvement in organizing quizzes during assemblies.

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	View File

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

College Assembly

Our college takes great effort in preparing students for the College Assembly, which serves as a showcase for their original ideas, creative thinking, and life skills. It is a obligatory activity that has a theme and is held every Monday. During Assembly, each Pedagogy group has a chance to present their skills. Group singing, readings, vocabulary-building exercises, theme-based creative writing, scripted conversations, and quiz competitions are all included in an assembly. Every assembly activity is conceptualized, planned, and executed by teacher candidates under the guidance of the relevant teacher educator.

Preparing E-Content by Prospective teachers

The Diploma Program in Digital Pedagogy, which addresses the concepts of creating E-content through theoretical and practical inputs, is being provided to prospective teachers. One of the courses in this program is on Digi-Content in Teaching-Learning. Every trainee is assisted by a Teacher Educator in writing a screenplay for E-content, which allows pupils to express their original and creative ideas. The capacity for preparing electronic content with video recording and editing is offered by The Right Center for E-Content Creation. The e-content created by aspiring educators is posted on the college's YouTube channel, giving them the self-assurance they need to pursue careers as teachers.

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 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)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

<p>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</p>	<p>Eight /Nine of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 904 539 967">File Description</th> <th data-bbox="539 904 1436 967">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 967 539 1030">Data as per Data Template</td> <td data-bbox="539 967 1436 1030">View File</td> </tr> <tr> <td data-bbox="86 1030 539 1137">Reports and photographs / videos of the activities</td> <td data-bbox="539 1030 1436 1137">View File</td> </tr> <tr> <td data-bbox="86 1137 539 1276">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 1137 1436 1276">View File</td> </tr> <tr> <td data-bbox="86 1276 539 1384">Documentary evidence in support of each selected activity</td> <td data-bbox="539 1276 1436 1384">View File</td> </tr> <tr> <td data-bbox="86 1384 539 1447">Any other relevant information</td> <td data-bbox="539 1384 1436 1447">View File</td> </tr> </tbody> </table>		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	View File
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Data as per Data Template	View File												
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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	View File												
<p>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</p>	<p>All of the above</p>												

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
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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	View File

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	One of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

Four 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

Identification of Schools

First, the staff members will meet and consulted in order to identify the schools within a 40-kilometer radius. The trainees are sent to the designated schools to pick up the teaching units for their internship after receiving approval from the CEO and the school management.

Orientation to School Principal

They received detailed instructions on the internship through written correspondence and over phone if needed.

Orientation to Students

Before the trainees begin their internship, the principal and senior faculty inform them formally with details about the goals, standards of the institution and schools, do's and don'ts within the school campus or appropriate behaviour on campus, and the subtleties of overcoming obstacles.

Defining Role of Teachers

During their visits to the internship schools, the college's senior faculty members highlight the ways in which experienced educators shape trainees by helping them create lesson plans, teaching aids, and strategies that will help them teach more effectively.

Mode/s of Assessment

Our college created an evaluation tool to gauge trainees' performance by both mentor teachers and teacher educators.

Exposure to Variety of School Setups

The trainees are assigned to different government and private, rural and urban, state, and matriculation boards schools.

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

96

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

Seven/Eight 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	View File
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 administration of the college has planned frequent monitoring and communication with the interns.

Role of Teacher Educators

Every teacher educator is paired with seven to ten trainees, and they visit the internship schools once a month to watch the teachers in action. The teacher educators turn in their evaluations and comments to the dean's office following each visit.

Role of School Principal

Each trainee receives a schedule and senior mentor teachers from the school principal. Summative evaluation documents, including internship reports, thorough trainee assessments, teaching practice completion certificates, curriculum feedback, and trainee attendance registers, must be turned in by the school principal.

Role of School Teachers

Every day, the teachers at the schools correct the lesson plans and offer comments. The senior guide teachers provide a comprehensive teaching profile at the conclusion of the internship, which includes an assessment of the trainees' performance on a range of criteria.

Role of Peers

Students watch each other's classes and provide comments to teachers in an effort to raise teaching standards. The appropriate notebooks are used to record the observations and criticism.

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 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)

All of the above

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

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

Five 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	View File

2.5 - Teacher Profile and Quality

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

19

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	View File
Any other relevant information	View File

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

13

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	View File

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

09

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

162

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

1. In house project

Faculty members actively engage in sharing and discussing recent developments and ongoing issues in education at staff council and IQAC meetings. The IQAC, driven by staff suggestions, initiates in-house research projects and conducts Faculty Development Programmes, enhancing teaching skills and incorporating the latest educational innovations.

2. Alert Services

The college librarian ensures staff stay updated on recently published articles via the 'Article Alert Service' through Whatsapp and email. Through the 'Seminar Alert Service,' the staff receives advanced notifications on upcoming seminars and workshops. Our staff maintains cordial relationships with colleagues from other institutions, fostering information exchange. Additionally, they actively participate in professional Whatsapp groups, facilitating discussions on the latest educational developments and issues.

3. Research circle

The research department facilitates the sharing of research expertise through research colloquiums, research circles, and other related activities, benefiting faculty members from other colleges.

4. Staff development programme

Staff development programmes are organized to update the teaching skills of the teaching fraternity and to make them aware of the current educational innovations.

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

Continuous Internal Evaluation

As an autonomous institution, SXCE enjoys the liberty to devise its evaluation methods. Continuous Internal Evaluation (CIE) is a standard practice at our college, encompassing both in-semester CIE and external assessments for each course. The distribution of internal and external marks follows a 30:70 ratio. Notably, there is no prescribed passing minimum for CIE. Students are deemed to pass the course if they achieve a minimum of 45% in the external evaluation and 50% in the aggregate.

In all programs, CIE consists of two components: internal tests and various practical modes, each contributing fifteen marks. Internal tests occur twice per semester, allocating 30 marks for B.Ed and 45 marks for M.Ed and M.Phil, with the scores converted to 15 marks. These tests, lasting 90 minutes, evaluate students' understanding. Practical assessments, accounting for a maximum of 15 marks, involve assignments (mandatory) and any two of the following: seminars, group discussions, quizzes, snap tests, individual & group projects. The teacher educators effectively administer these practical components, applicable to all programs, except for certain practicum specified in the B.Ed syllabus.

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

Four of the above

**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**

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

St. Xavier's College of Education is as an autonomous institution, employing semester system that includes both internal and external examinations for each academic term. In cases where students encounter concerns related to internal tests, a dedicated examination grievance redressal cell addresses these issues, employing a thorough analysis to arrive at a mutually agreeable resolution.

For grievances related to the evaluation of semester papers, students have the option to apply online for a photocopy of their answer books, provided they submit the necessary fees within 10 days of result declaration. Upon receiving the photocopies, if students find satisfaction with the assigned marks, the grievances are considered resolved. In instances where satisfaction is not achieved, students can opt for online retotaling or revaluation, again within the stipulated 10-day period. Results of these processes are communicated to the students, and the actions taken are duly documented.

The matters such as unclear questions or topics beyond the syllabus, students are encouraged to be submitted as grievances to the grievance redressal cell, utilizing the available format.

These grievances undergo a comprehensive analysis, and the cell, in collaboration with the Principal, strives to arrive at an appropriate and fair solution.

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.

The academic calendar at our institution is a collaborative effort between the Dean and the planning and evaluation committee, carefully crafted by taking into account crucial events and the total working days, in alignment with NCTE regulations. Following approval by the staff council, the calendar is disseminated to faculty and students through websites and printed copies. The examination committee, responsible for internal evaluation dates, scrutinizes the calendar, making adjustments as necessary and formally announces them on the notice board. Initial internal tests typically occur 45 days into the academic year, with the second set taking place after 90 days.

Teaching competency assessments adhere to the specified calendar dates, encompassing internal evaluations completed within two days by our educators before the external commission assumes responsibility. External examiners, invited by the controller of examinations, contribute to the external practical commission. While these dates are generally adhered to, exceptions may occur due to valid reasons necessitating changes.

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

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.

Alignment of PLOs and CLOs with teaching-learning process

The Undergraduate (UG) Program emphasizes aligning Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process. Its primary objective is to impart pedagogical knowledge, achieved through pedagogical courses and practical sessions in model schools across semesters. Experimentation of pedagogical course outcomes occurs in peer teaching, preliminary teaching, and internship experiences. The program also aims to establish socio-philosophical and psychological foundations of education through core courses over three semesters.

In Postgraduate (PG) and research programs, the focus shifts to developing a critical outlook on educational trends and research problems. This is reflected in course outcomes, including research, modern educational concepts, integration of technology in teaching, counseling, and inclusive education.

Alignment of PLOs and CLOs with Internal Evaluation

The alignment of PLOs and CLOs extends to internal evaluation in the UG Program. Internal examinations consist of two tests per semester, assessing program and course outcomes. Practical assessments involve diverse activities like assignments, seminars, audio-visual projects, and field visit reports, thoroughly examining expected outcomes at both program and course levels. This comprehensive approach ensures a cohesive integration of learning outcomes with the entire educational process.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	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

The B.Ed. program comprises two assessment components: 1. Theory and 2. Practical, designed to enhance professional teaching competence. The practical, hands-on training includes Micro teaching, Peer teaching, Demo teaching, Observation classes, and Internship, progressively developing trainees' skills. Internal and external examiners evaluate their progress, assigning marks accordingly.

Various modes of internal assessment, aligned with Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs), encompass written exams, assignments, and practicum. Evaluation is comprehensive, covering cognitive, affective, and psychomotor domains.

Students maintain records, aiding continual improvement. Internal assessments by teacher educators result in awarded marks, submitted to the examinations office for systematic record-keeping.

Elective courses on human rights, environment, peace, values, gender, exceptional children, physical health, and counseling, offered by the college, instill professional ethics in trainees, providing a well-rounded perspective.

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	View File

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

82

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

The initial assessment revealed the following learning needs among the students: lack of understanding and communication ability in English, absence of empathy, ignorance of importance of apt teaching methods and learning materials, and effectiveness of skills and techniques. The above deficiencies have been addressed through various programmes and the end products have been encouraging.

For example, a written test at the entry level revealed the poor capacity of LSRW in English which is essential for any higher education institution. To rectify the same, the college offers a course on 'Strengthening English Language Proficiency' for three semesters. This course is activity oriented which continuously training the students in LSRW. Different classroom activities are conducted individually, in pairs and in small groups

to use English properly. The teaching aptitude which is found at the lower level in the beginning of the teacher education programme, gains its maximum development at the end of the second year. The curricular activities including peer and internship teaching mould the students in the right and apt ethical behaviour of a teacher; this teacher behavior encompasses empathy, disciplined mind, creative presentation, teacher-student rapport building and effective communication.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://sxcedn.edu.in/?page_id=3980

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	View File
Any other relevant information	View File

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	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above
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	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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

06

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	View File

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

33

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

12

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	View File

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

194

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

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

194

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

194

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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.

Sensitizing prospective teachers about social issues is a crucial component of teacher education, as it equips them to comprehend and address the diverse needs of their students, thereby fostering the betterment of their communities. To achieve this goal, the college has organized various strategies in the current year such as Mother Theresa Evening Study Centre (MOTESC), Visits to ARCH ,Engagement in social projects, Participation in the "Joy of Giving, "Awareness rallyon 'No' to plastics and 'Yes' to 'Manjappai', Field trips to Thoothukudi and Kudankulam, Educational tours , Kudankulam and SWACHH Campus.

The above activities have been instrumental in raising student awareness about the challenges faced by orphaned, and special needs children, through MOTESC, visit to special schools. Offering evening classes to disadvantaged students via MOTESC enables students to actively contribute to local community betterment. Engaging in the "Joy of Giving" initiative cultivates generosity and compassion among prospective teachers, Participation in social projects enhances students' understanding of community issues, fostering empathy, critical thinking, and civic engagement. Visits to ARCH expose students to the realities of elderly individuals, deepening their comprehension of the challenges within the societal context. The educational tours and field trips facilitate student interaction with society.

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	View File

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

04

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

01

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

01

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

12

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	View File

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

All 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

Facilities for Teaching- Learning

The college has all the necessary infrastructure facilities aerequired by NCTE which spread over an area of 3.72 acres.

Classrooms

There are ten well-ventilated classrooms installed with LCD projectors and audio system, Wi-Fi network.

Laboratories

Each pedagogy course has got separate resource centers. Along with that, there are laboratories for psychology, physical science, biological science, educational technology, E- Content development, Arts & Crafts and English Language, room for performing arts.

Fitness Centre, Sports field & Sports complex

There is a room for physical education, sports field (1113 Sq.Mts.) that includes courts for Basket-ball, Volley ball, Badminton, Ball Badminton, Throw ball, Football and Relay Ground.

Equipment

For better teaching-learning process, there are four interactive white boards, fourteen LCD projectors, Documentary reader, five OHP's, four mobile audio system, three video and still cameras.

Computing facilities

The ICT resource centre has 43 computers with internet connection with a speed of 300 MBPS.

Library

Library accommodates 250 readers in two floors with more than

23,000 books.

Seminar, Conference and Multipurpose Hall

The seminar hall accommodates 100 participants and the multipurpose hall accommodates around 250 participants. The conference hall is equipped with LCD projector, air conditioning system.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://naac.sxcedn.edu.in/index.php/physical-facilities/
Any other relevant information	View File

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

15.02

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	View File

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.

Library Automation

Our college library serves the faculty members, students and scholars better in an organized manner offering a good library automation software module namely Rovon Library Management System from 01 January 2005. It is essentially a relational database customized for use in running a library and supporting its operations with the following functions:

Acquisition - Budget Receipt, Allocation and Utilisation, Order /Receipt / Payment, Purchase Statement, Supplier wise Statement.

Catalogue - Book / Resource Entry, Catalogue Search, Stock Verification, Accession Register, New Arrivals List, Year wise / Subject wise /Department wise Statistics, Missing books Details, Stock Verification Loss.

Serials - Subscription Management, Issue Arrival Schedule, New Issue Entry, Articles, Non-receipt of Issues, Reminders, Back Volume Management.

OPAC - Search using Title / Author / Subject / Keywords /Accession number, Boolean Operators, Wild Card Matching.

Circulation - Student / Staff Data, Promotion, Privilege Setting, Issue / Return / Renew /Reservation, Over Due Charge / Fine, Loss / Recovery Binding, Gate Register, No Dues Certificate, Resource Analysis, Member Analysis.

Administration - Login Information, Change Password, Users

Management, Roles Management.

E-Gate - Check In / Out, Gate Register Entry, Month wise Summary, Date wise Summary, Frequent Visitors, Long Stayers, Member Log.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/view/utaridlibrary/home
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

Our library has another one library management system namely KOHA 20.11 to access the library resources by the students, faculty and research scholars in and outside (Remote access) of the library. KOHA 20.11 supports to access the OPAC by remote access. This LMS also provides cloud based accessibility which shows the availability of the books in other libraries or online book stores.

Around 230 members make use of this facility in our library accessing to the information through their account regarding issuing and returning of books using individual user name and password. KOHA provides SMS alert facility for sending reminders to return the resources in due time.

KOHA includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more. KOHA works for consortia of all sizes, multi-branch, and single-branch libraries. KOHA provides multi language coding system and accepting large number of languages.

It provides the list of all resources available in the library and also sorts the list of resources available for loan and reference through this OPAC.

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	View File
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	All of the above
File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File
4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)	
1.31	
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	View File
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	
714	

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

Two of the above

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

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

Every classroom is affixed with LCD projector and a computer. Date and nature of updation

To maintain and update students' information, the college student's administration software was installed in 2014-15.

Web-space

The Web-space for the college website, created on 03rd July 2014 was renewed on 10.09.2018. An additional Web-space was purchased on 24th August, 2017.

Website

The college website was renewed on 26th August, 2015. The college had website namely www.stxaviersbedcollege.org until 2017. From 2018 onwards, four websites we use namely www.sxcedn.edu.in, www.sxcejournal.com, www.sxceaasaan.net and sxcealumni.sxcedn.edu.in.

Wi-Fi Two Wi-Fi Wireless Extender was installed on 22nd January, 2016 and the college campus has free Wi-Fi from November, 2016. Two high speed Wi-Fi devices were upgraded on 3rd August 2018. Indian Fire Wall for Net Least Line works made on 18th November 2017, Micro SD card for Handicam updated on 06.09.2018. The three internet connections speed was increased upto 40 Mbps on 21.08.2020. The speed is increased to 300 Mbps from 19.04.2021 catering the need of students.

Video Conferencing

Video conferencing system was installed in the ICT lab on 11th April, 2015.

G-suite Education

Our College registered in G-suite education enabling the students and faculty to utilize google apps from 2020.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

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	View File

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

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic 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

Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=i63N0x2xRNc&t=44s
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.youtube.com/@sxcebed/about
Any other relevant information	View File

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

9.04

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	View File

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 maintenance of all the learning resource centres and laboratories depends upon the complete responsibility of stakeholders.

Classrooms

1. All the classrooms contain LCD projectors, computers, audio system, white board, LCD screen and steel almirahs along with the desks and benches. They are to be safely maintained by

faculty, students and subject leaders.

2. The subject leaders are responsible for switching off lights, fans and electronic gadgets after the class.

Laboratories

1. The trainees should record their entry/exit and maintain silence in the lab.

2. If the trainees cause any damage to any equipment they will be fined adhering strictly to the instructions given by the teacher educators.

3. They must ensure shutting down of the system and locking of the equipment before leaving the lab.

Library

1. The library users are supposed to sign the Gate Register before entering the library and must wear ID CARD inside the library.

2. Strict silence is observed and Use of mobile-phones is also not allowed.

Sports Complex

1. The maintenance of articles of games & sports and playground are undertaken by the Director of Physical Education.

2. A register is maintained to account for the stock and the use of articles.

File Description	Documents
Appropriate link(s) on the institutional website	https://naac.sxcedn.edu.in/index.php/maintenance-of-resources/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

A. All of the above

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

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

Three 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
10	96

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

08

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

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

04

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

5.3 - Student Participation and Activities

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

Student Council is a forum that nurtures and promotes democratic values and leadership qualities among the students. The members of Student Council are elected by the students from all the subject groups and it ensures representation of all the students. Their role in conducting the programmes in the college is worth appreciation. Student forum is consulted prior to implementing the activities pertaining to the students. They plan and execute the events under the guidance of the vice-principal who assists and guides them in running the programmes smooth and successful. Deepavali, Pongal and Christmas festivals are organized by the student council. They choose the students and events, and organize the events systematically. College assembly is conducted by the student council. An intra-mural cultural competition which is conducted every year is organized by the student council. Sports Day events are conducted by the student council. The tour programme is conducted in consultation with the student council. Thus the student council plays a proactive role in running the events of the college.

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

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

07

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

5.4 - Alumni Engagement

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

The Alumni Association of our college supports the running of the institution and contributes to the organisation's development.

Contribution 1: Contribution through College Committees

The alumni members are well experienced and their enthusiasm in participating in the activities conducted deserves special appreciation. Our college has never failed to make use of their expertise in their specialized area for the growth of the institution and the students. They serve as members and in the Governing Body, Academic Council, Board of Studies, IQAC, and Finance Committee. Their valuable ideas placed for the development of the institution is heeded with utmost care and put into practice.

Contribution 2: Scholarship

Extending a helping hand to the needy is a soul-satisfaction. Our Alumni Association is proud and happy to help the needy students from the socially and economically disadvantaged social sectors by granting an amount of Rupees Fifty Thousand (Rs. 50,000/-) as scholarship to seven second year students and one first year student. The selection of the candidates for the financial support is decided in consultation with the Principal who is in direct contact with the students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

04

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association takes pleasure in extending its support to the students to motivate them and help them in becoming good teachers. Our college is a teacher training institution and its students would be the future teachers of the nation and therefore every year 'Teacher's Day' is celebrated in a grand manner in collaboration with the college. The best teachers who render an outstanding service are honoured in that function and it motivates them to become good teachers taking a hint from their successful professional life. The neighbouring teacher training colleges and schools actively participate and stage a cultural performance and it is an opportunity for them to nurture their talents. Our students go to the model school for preliminary teaching practice and intensive teaching practice as a part of the B.Ed. training programme and in those days, our college alumni members who serve as teachers there takes care of the students with concern and affection; they guide and help our students in a special way to do their best in teaching. Financial support is given to the deserving students to complete their studies.

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.

St. Xavier's College of Education aims at fostering a favorable climate which will ensure holistic development of future teachers, excelling in higher levels of competency, dedication and compassion.

Nature of governance

In order to meet the needs of students, teachers, non-teaching staffs a multi layered, committees and cells are formed and they function effectively for the development of teachers and enhance

skill development of the prospective teachers to become agents who will promote a just humane society. On the whole, the management system operates under a participatory, democratic and collaborative approach.

Perspective plans

Perspective plans like admitting Dalit and poor students, conducting social exposure programmes, extension services, coaching in communicative English, developing cultural ethos, spiritual life-oriented programmes, intensive teaching practice and training on ICT skills are formulated keeping in view the mission and vision of the college. Highly knowledgeable experts from diverse fields of education collaborate to develop these plans. Participation of teachers and students and non-teaching staff in the decision-making bodies

The representatives of the statutory committees along with faculty, students, non-teaching staffs, the alumni/ae, the parents and the nominees of the University present their observations in various academic co-curricular, extra-curricular activities and on the administrative functioning.

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	View File

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

Decentralized Management

At our college, there are six primary pillars namely academic, research, library, extension, human resources and alumni. These pillars are structured by various officials, including Dean of

Academics, Controller of Examinations, IQAC Coordinator, Vice-Principal, Director for Research, Library Director, Secretary and alumni director. However, all these officials are coordinated by the principal, who leads and directs them in alignment with the institution's vision and mission.

Participative Management

Participative management is demonstrated through the formation of committees at our organization. Members of these committees are selected from diverse sections of the organization, allowing for collaborative thinking, discussion and decision making. For example, the statutory - academic bodies like governing body, board of studies, academic council, IQAC and library have representations from university, experts, alumni, staff and non-teaching staff. Similarly, statutory - management bodies such as planning and evaluation committee, college development council, Appeals and Grievances redressal cell and Academic and Administrative Audit committee have representations of UGC, TNTEU, Government, management, faculty and alumni. In all the committees that operate within our college, a diverse range of voices are represented, including non-teaching staff, students, parents, experts and government nominees. Therefore, the college very much practices a decentralized and participative management.

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.

Various committees were formed in our college to plan, implement and evaluate the academic and non-academic activities in the college.

Financial Transparency

The process of budget preparation at our institution involves multiple steps. Firstly, the secretary collects a list of requirements from the staff regarding the needs of the curricular and co-curricular programs. This list is then presented to the finance committee, which considers and deliberates on the proposed expenditures.

Academic transparency

A quality curriculum is viable through the statutory bodies namely board of studies, academic council and the governing body. To ensure that our curriculum remains transparent and relevant, regular feedback is solicited from students, staff and experts. Further we strengthen the transparency of our evaluation process by employing external evaluators for B.Ed. and utilizing double evaluation for M.Ed. and M.Phil., Programmes.

Administrative transparency

At our college, information related to academic and extensions services is shared through various channels, including noticeboards, websites, email and WhatsApp. The admission process remain transparent with the inclusion of representations of management, teaching and non-teaching staff. The deserving poor students irrespective of caste and creed avail the scholarship from the management through the objective recommendations of the tutors.

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

Digital Pedagogy Diploma Program:

To meet the evolving needs of Generation Z learners, our college has launched a Diploma Program in Digital Pedagogy starting from academic year 2021-22. The program comprises three core courses:

"Basics of Computer Systems," "ICT Integrated Pedagogy," and "Digital Content in Teaching and Learning," along with a culminating Project Work. Certificates are issued by our college upon successful completion of the program. As part of the course requirements, each student is tasked with creating e-content, which is then evaluated and uploaded to our college's YouTube channel.

Online courses

Apart from these activities the students are involved in completing online courses in swayam platform. As per the direction of our staff members the students are enrolled in the swayam portal and asked to select a course related to their discipline. Finally the students attend the exams and the certificates are collected from them.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://sxcdn.edu.in/?page_id=539
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.

The Jesuits of Madurai Province appoints Principal, Secretary and other religious staff. The Rector is responsible for framing policy decision, as well as administration and management decision. The principal co-ordinates the academic activities of the college while the secretary manages the financial affairs. There are statutory and non-statutory bodies to facilitate the principal for taking valid decisions in a democratic manner.

Statutory Bodies

The Governing Body serves as the decision-making body responsible for approving curriculum and directs the principal with regard to curricular and co-curricular activities. Academic Council approves the curriculum suggested by the board of studies. Board of studies genuinely assesses the need for changes in the curriculum. The Finance committee is tasked with determining how to allocate

fund to various college activities from the Government funding sources. The IQAC is responsible for quality benchmarks, designing evaluation criteria and establishing mechanisms for monitoring and reviewing the effectiveness of the quality assurance policies in the institution.

Non-Statutory Bodies

The college has constituted various non-statutory bodies to address matters related to admission, examination, College Development, Planning and Evaluation, Students' Welfare, Appeals and Grievance redressal, Scholarship, Career Guidance and Placement, Women, Library, Research and Alumni.

File Description	Documents
Link to organogram on the institutional website	http://sxcen.edu.in/?page_id=3259
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	View File

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

The college has number of committees; they are either connected with academic, research, extension activities, cocurricular and students' welfare. All these committees after discussion bring out their resolutions to be implemented in future. For example, The academic council of our college consists of faculty, administrative staffs and experts from outside colleges and university representatives. Every academic year, the academic council meets together to discuss about the teaching learning process and modifies the necessary changes needed in the syllabus. Among many changes, in the meeting held on 12th August 2022, decision was taken to introduce new self study courses on 'Bharathiyar' and 'Bharathidasan' along with the existing self study courses. Accordingly, the new self study courses were implemented and the action report of the governing body held on 3rd February 2023 witness the implemented self study course.

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

Effective welfare measures for teaching and non-teaching staff

St. Xavier's College of Education pays attention to the welfare of teaching and non-teaching staff. They are

Academic facilities

1. Registration fees to attend seminars, workshops and conferences to the faculty who present a paper and financial support to journal publications.
2. Seed money to do in-house research.
3. Orientation programmes and FDP are conducted to the faculty

4. Freedom is given to serve as resource person

5. Permission to do higher studies.

Physical facilities

1. Faculty are given a separate cabin with adequate facilities

2. Computers with Wifi facility and photocopy for their academic purposes.

3. Separate rest rooms for men and women faculty

5. Play grounds and games articles

6. Separate parking shelter

Finance facilities

1. Loan facilities

2. Medical allowances to non-teaching staff.

3. Staff tour

4. Financial assistance to take care of the medical expenses of the family members

Medical facilities

1. Maternity leave for management women staffs with three months of salary.

2. Medical leave.

3. First Aid Kit.

Emotional Assistance

1. Emotional bonding is created by attending the family functions.

2. Retreats.

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

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

02

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	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

05

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	View File

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

04

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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 for teaching staff

At the conclusion of each semester, our college implements a comprehensive performance appraisal system for the teaching staff, conducted collaboratively by the Internal Quality Assurance Cell and college management. The evaluation involves a thorough assessment by the Principal, management, and students, facilitated through a questionnaire. Once feedback is collected from these three stakeholders, it undergoes statistical analysis, and the findings are reported to the secretary. The secretary then provides individual feedback to the staff, acknowledging their strengths and offering constructive suggestions for improvement.

Performance appraisal for non- teaching staff

The secretary of our college oversees the performance appraisal of non-teaching staff by soliciting feedback from both teaching staff and students through verbal interactions. Following the gathering

and critical analysis of this information, the secretary communicates a written performance evaluation to each non-teaching staff member. Additionally, a questionnaire is distributed among the students to collect insights on various aspects. The final results are shared individually, followed by a group interaction session. In essence, the college maintains a regular system employing both oral and written feedback mechanisms to ensure a comprehensive performance appraisal process.

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

Internal Audit

1. Our college falls under the administration of the Society of St. Francis Xavier, with a designated campus finance officer overseeing financial management for three institutions, including ours.
2. Annual and quarterly financial audits for our college are carried out by an institutional auditor approved by the management
3. At the close of each quarter in the financial year, the college's accounts undergo an audit, and the auditor subsequently submits a detailed report
4. Internally, the institutional auditor conducts an annual audit at the beginning of April each year

External Audit

The college's accounts undergo an annual external audit conducted by the auditor from the Regional Directorate of Collegiate Education and the AG Auditor. However, this external audit occurs

biennially, and thus, it does not apply to the ongoing academic year. No objections have been raised during the most recent audit.

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

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

3.07

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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.

Funds Mobilization

Government Sources

Our college, recognized as a minority cum aided institution, is entitled to receive grant-in-aid covering half of the faculty's salaries. Additionally, our students can avail themselves of various scholarships from both central and state governments, aligning with their respective educational support initiatives

College Fees:

A substantial portion of revenue is generated through student fees and examination fees. These fees are securely deposited in the bank, and the interest accrued on these deposits is utilized to support various programs offered by the college.

Alumni Support

The alumni/ae of our institution generously sponsor the educational expenses of some students. The Society of Francis Xavier, through the Jesuit Educational Support scholarship program, provides financial assistance to students identified by the faculty and screened by the scholarship committee

Optimal Utilization

The college strives to minimize costs associated with programs and maintenance works to economize on funds derived from student fees. Additionally, concerted efforts are made to solicit donations from alumni/ae and well-wishers. Efficient allocation of funds is overseen by the college secretary and the campus finance officer.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC practices the following strategies for quality assurance.

Academic and Administrative Audit

The college typically conducts an Academic and Administrative Audit (AAA) through IQAC, but since the college was preparing for the NAAC visit, AAA was not conducted.

Feedback from students

The IQAC gathers feedback from students on the faculty,

curriculum, internships, and college activities every semester which is discussed in the IQAC meeting, where decisions and planning are made based on the feedback received.

Feedback from internship schools and alumni

The valuation and feedback of our students' internship performance are provided by the headmaster, guide teachers, and students of the respective schools where our students have completed their internships.

Feedback from the staff

The IQAC collects the feedback from the faculty through questionnaire and pre-board of studies meeting.

IQAC Meetings

Through regular meetings of IQAC the appraisal of the quality of teaching-learning, co-curricular activities and other programmes is effectively undertaken.

IQAC Newsletter

IQAC Newsletter is a periodic publication that provides information and updates on the activities and initiatives of our college.

Faculty Development Programme

Every year IQAC conducts faculty development programmes on advanced topics in the field of education.

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.

At the end of each semester, the IQAC obtains feedback from

students on the curriculum and this feedback is analyzed and discussed at Pre-Board of studies. It is further considered at the Board of studies and Academic Council and suggestions are presented for approval by the governing body. Additionally, at the end of each semester, students are asked to assess teaching staff through a questionnaire, and these feedbacks are analyzed and presented to the IQAC. The secretary of the college distributes reports to the staff with his observations and feedback, and discusses with them how to improve content transaction.

Life Oriented Education

The prospective teacher is expected to converse with peers and students fluently in Mother Tongue as well as English. Hence IQAC has made it obligatory to go through communicative English programme in the beginning of the academic year. Secondly, a new diploma programme on 'Digital Pedagogy' was introduced this year as the prospective teachers are going to handle students of digital natives. Thus, a continuous review of teaching-learning is upheld by IQAC in the college. Also value-added course on 'Yoga for Human Excellence' was offered to the students to have a status of emotional balance.

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

14

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	http://sxcen.edu.in/?page_id=2361
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://sxcen.edu.in/?page_id=672
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
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

Example 1

Faculty Exchange Programme

The Faculty Exchange Programme (FEP) is a collaborative initiative between collaborating institutions engaging in cross-institutional teaching, fostering knowledge exchange and academic enrichment. This was initiated from 2022-2023. To begin with, the first FEP was executed between our college and St. Ignatius College of Education (Autonomous), Palayamkottai, from 12-18 October 2022 across the institutions in taking classes on the Course 'Educational Psychology'. This venture is continued in different core courses at B.Ed and M.Ed level in terms of fostering knowledge in teacher education, educational research and consultation and sharing of resources.

Example 2

In-House Research Project

Leveraging in-house research projects is a strategic imperative for teacher education aiming to the understanding of the quality and outcome-based inputs, field-specific challenges, and a sustainable mechanism for obtaining feedback on the course engagement. By conducting research internally, we could tailor investigations to the unique needs, enabling the development of targeted solutions. These serve as incubators for innovation, allowing institutions to explore unconventional ideas, and experiment with emerging trends. Our college has done an in-house project sponsored by Higher Education Commission of Jesuit Madurai Province on 'The impact of Covid-19 on the Resilience of prospective Teachers'.

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.

Institution Energy Policy

SXCE is one of the educational units of the Society of St. FrancisXavier, Palayamkottai. As per the direction of the management, institution stands for 'Optimum Alternative Energy and minimumElectricity'.

Policy Implementation

Streamlining ways of Energy Conservation

The college optimizes lighting and ventilation in its infrastructure to minimize reliance on electrical devices. Staff and students are advised to switch off appliances when not in use, promoting energy conservation. Group discussions are encouraged in open-air settings like verandahs or shaded areas to connect with nature and reduce energy consumption. Routine maintenance of UPS, printers, and photocopiers minimizes unnecessary energy wastage.

Use of Alternate Sources of Energy

To fulfill the energy requirements of the college during power outages, two alternative sources of energy are utilized: a secondary source utilizing diesel generators and solar energy. The college possesses two generators, one with a capacity of 40KVA and the other of 45KVA. Additionally, a solar energy panel generating 4KWH has been installed and integrated into the local grid system. This dual approach ensures reliable energy supply while also promoting sustainability through the utilization of renewable energy sources.

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 Policy "Less waste, more cleanliness and more cleanliness, better health" Implementation

- Ongoing reminders are issued to prospective teachers regarding the proper disposal of papers and wrappers into designated bins, alongside the encouragement to use water sparingly.
- Throughout the campus, red and green waste bins are strategically positioned to facilitate the separation of dry and wet waste.
- Sweepers receive regular instructions to segregate degradable and non-degradable waste, ensuring their disposal into appropriately designated larger pits.

Solid Waste Management

Solid waste is collected from distributed bins across classrooms, staff rooms, and the campus, then sorted into degradable and non-degradable categories before processing. Biodegradable waste is directed to the vermi compost pit for decomposition, ensuring efficient waste management and environmental sustainability.

Liquid Waste Management

Wastewater from toilets is directed to the municipal drainage system to prevent water stagnation on campus. Hostel and wash basin wastewater is reused for plant irrigation, promoting water conservation. The septic tank is cleaned at the end of each semester to maintain efficient waste management practices.

E-waste management

E-waste is managed by repairing worn-out parts or responsibly disposing of them through specialized electronic waste recycling vendors. This environmentally conscious approach promotes sustainable waste management practices.

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

7.1.3 - Institution waste management

Three of the above

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

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

Three 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	View File

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

Maintenance of Cleanliness

Aligned with the Prime Minister's "Swachh Bharat Mission," our college emphasizes maintaining a clean environment. Prospective teachers are instructed to dispose of waste papers in designated bins, refrain from spitting on premises, and avoid damaging walls and benches. Monthly cleaning of water tanks ensures hygienic water storage. Inspirational quotes promoting cleanliness adorn notice boards.

Sanitation

To maintain cleanliness and hygiene on campus, everyone is encouraged to pour water into the toilets before and after use. Sanitary napkin incinerators ensure proper disposal of used napkins. Toilets are cleaned twice daily, including floor mopping and cobweb removal, to uphold consistent cleanliness standards.

Green Cover

A well-kept lawn adorns the college entrance, creating an inviting ambiance. With around 282 trees and shrubs, the campus maintains greenery and ecological balance. A herbal garden, housing approximately 45 medicinal plants, adds to the campus biodiversity and offers educational opportunities in herbal medicine.

Pollution Free Healthy Environment

Degradable materials are disposed of in a designated pit, periodically covered with mud for decomposition. Non-degradable materials are segregated and deposited into another pit. When full, contents are transferred to corporation waste yards for disposal, ensuring efficient waste management on campus.

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)

0.22132

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	View File

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

Leveraging the Local Resources

Engaging in activities such as visits to local resources like science centers, special schools and the Government Museum enriches the institution's academic framework. Through hands-on experiences and collaborative teamwork, students gain practical insights, enhancing their learning outcomes and paving the way for success in their careers.

Leveraging the Local Environment

The district mainly consists of villages dependent on agriculture,

fishing, and small-scale industries. Trainees learn about these environmental realities through classroom discussions, guest lectures, field trips, and seminars, providing a comprehensive understanding of local socioeconomic dynamics for a holistic learning experience.

Leveraging Locational knowledge and Community Practices

The community's strong religious fervor is shown through numerous festivals celebrating diverse sentiments, customs, and rituals. The college familiarizes students with these practices through assembly sessions and classroom discussions, promoting cultural exploration and understanding.

Challenges

When striving to introduce students to local resources, environmental factors, and community practices, the institution faces challenges such as limited access to resources, differing levels of student enthusiasm, curriculum constraints, and governmental limitations on access to local resources. To address these challenges, the college organizes community extension programs to promote community welfare and empowerment.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Title of the Practice: Teacher of the Month

Objectives:

To inspire and motivate aspiring teachers by presenting our Alumni Association's greatest teachers and promoting teaching excellence and methodologies.

Context: It is part of Alumni/ae effort to improve teacher education, boost student-teacher morale, and promote college collaboration with Alumni.

Practice: Our prospective teachers hear from alumni/ae once a month about their college training, teaching experience, and obstacles. Students appreciate the narratives that are inspired by the profession.

Problems Encountered and Resources Required : The integration of this programme within the curricular activities requires financial assistance and time management.

Title of the Practice: Field Visit

Objective: To provide teacher trainees with practical exposure and reflective experience to real classroom settings.

The Context: It is designed to offer trainee teachers real-world, and thoughtful experience in physical educational environments, complementing theoretical learning.

The Practice:

FieldtriptoSouthernPetrochemicalIndustriesCorporation,EcoPark,Harbour,KudankulamNuclearPowerPlant,andSaltPanhelpteachereducatorsunderstandindustrialoperations,interdisciplinaryconnections,incorporateenvironmentaleducationintocurriculum,increasestudentawarenessofcareeropportunities,promotesocialresponsibilityandofferopportunities.

Problems Encountered and Resources Required:Field visits are complicated by logistics, costs, student safety, and authorization.

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 Distinctiveness of the Institution: Upliftment of the Rural poor and Dalits

Vision: The integral formation of prospective teachers and the promotion of educational research at the service of our youth for the establishment of a just and humane society.

Priority: Our college offers priority to the rural poor and Dalits.

Thrust: The integral development of the prospective teachers.

Performance of our college:

St. Xavier's College of Education, under the Society of Jesus,

empowers underprivileged communities through education in Tirunelveli. We prioritize rural poor and Dalit student admissions to address regional socio-economic disparities. Through student welfare programs and outreach, we work to mitigate educational and socio-economic inequalities, fostering an inclusive learning environment. Our goal is to empower students as agents of positive change, contributing to societal upliftment.

Our college is committed to preparing prospective teachers deeply connected to society. We conduct various programs to foster meaningful engagement with the community, including English training, soft skills development, awareness on suicide prevention and drug addiction, cyber wisdom, visits to homes for the aged and special schools, rallies on plastic reduction, legal awareness, painting exhibitions, and medical camps. These programs aim to provide integral formation, particularly for rural poor and Dalit students.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File