



## **YEARLY STATUS REPORT - 2020-2021**

### **Part A**

#### **Data of the Institution**

<b>1.Name of the Institution</b>		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	sxcedeanofstudies1@gmail.com	
• Address	St. John's College Road, Palayamkottai	
• City/Town	Tirunelveli	
• State/UT	Tamil Nadu	
• Pin Code	627002	
<b>2.Institutional status</b>		
• 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.	0462 - 4264475									
• Alternate phone No.(IQAC)	0462 - 2577630									
• Mobile (IQAC)	9894463454									
• IQAC e-mail address	sxceiqac@gmail.com									
• Alternate e-mail address (IQAC)	sxcdeanofstudies1@gmail.com									
<b>3.Website address</b>	www.sxcedn.edu.in									
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://sxcedn.edu.in/wp-content/uploads/aqar/aqar2019-20.pdf">https://sxcedn.edu.in/wp-content/uploads/aqar/aqar2019-20.pdf</a>									
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes									
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://sxcedn.edu.in/?page_id=2886">https://sxcedn.edu.in/?page_id=2886</a>									
<b>5.Accreditation Details</b>										
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					
<b>6.Date of Establishment of IQAC</b>	17/08/2004									
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>										

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		
<ul style="list-style-type: none"><li>• Upload latest notification of formation of IQAC</li></ul>	<a href="#">View File</a>		
9.No. of IQAC meetings held during the year	2		
<ul style="list-style-type: none"><li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li></ul>	Yes		
<ul style="list-style-type: none"><li>• (Please upload, minutes of meetings and action taken report)</li></ul>	<a href="#">View File</a>		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No		
<ul style="list-style-type: none"><li>• If yes, mention the amount</li></ul>			
11.Significant contributions made by IQAC during the current year (maximum five bullets)			
* Organized a one day online Faculty Development Programme entitled 'Digital Tools for Interactive Teaching' on 5th June 2020.			
* Organized a three day online workshop on 'Designing of Online Courses for MOOCs' from 22nd to 24th June 2020.			
* Organized a one day Faculty Development Programme on 'Google Classroom' on 9th October 2020.			
* Organized a one day workshop on 'Construction of Outcome based Objectives' on 23rd October 2020.			
* Published IQAC Newsletter for the academic year 2020-2021. Self Study Report (SSR) for the 4th cycle of accreditation was submitted to NAAC on 10th August 2021.			
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
To offer Courses on 'Gandhian Thought', 'Thoughts of Periyar', 'Thoughts of Ambedkar', 'Ignatian Pedagogy Paradigm' and 'Personal Health and Hygiene' as add-on courses for the I B.Ed. Students.	<ul style="list-style-type: none"> <li>Gandhian Thought was introduced in the academic year 2020-21 and from the next academic year the remaining courses would be offered.</li> </ul>
To make use of Google Classroom as Learning Management System (LMS) by all the faculty as it is user friendly.	<ul style="list-style-type: none"> <li>Implemented.</li> </ul>
To prepare at least two e-contents by all the faculty during pandemic.	<ul style="list-style-type: none"> <li>Instructed.</li> </ul>
To provide with seed money to those faculty who submit in-house research proposals along with the pilot study and its budget.	<ul style="list-style-type: none"> <li>Funding for in-house research of Rs. 40,000/- was allotted for Dr. A. Michael J Leo and Dr. M. Antony Raj.</li> </ul>
To have MoUs with JIM, LIBA, SJC Bangalore, XLRI, Jamshedpur, Christ University and other Jesuit Universities and Colleges.	<ul style="list-style-type: none"> <li>MoUs with St. Xavier's Institute of Education, Mumbai, Loyola College of Education, Jamshedpur, St. Aloysius Institute of Education, Mangaluru have been realized.</li> </ul>
To have a workshop on 'Educational Management Information System' (EMIS) in Collaboration with Magdalene school for our students.	<ul style="list-style-type: none"> <li>Due to pandemic, the workshop was postponed.</li> </ul>
To install ERP for e-governance in our College.	<ul style="list-style-type: none"> <li>Under Construction.</li> </ul>
To have the facility to pay all the college fees through online banking system.	<ul style="list-style-type: none"> <li>Requested the bank officials and awaiting their call.</li> </ul>
To prepare and administer a	<ul style="list-style-type: none"> <li>Prepared and administered; the</li> </ul>

'Performance Appraisal Form' for non-teaching staff.	feedback has been distributed to them by Rev. Fr. Secretary.
To invite the faculty to register for Online Teacher-Pupil Registration Management System (OTPRMS) in NCTE portal and obtain the ID.	<ul style="list-style-type: none"> <li>• Registered.</li> </ul>
To organize seminars on the topics like 'OTPRMS, LMS, OBS and 'Critical reflection of NEP 2020' through IQAC.	<ul style="list-style-type: none"> <li>• Due to pandemic, the workshop was postponed.</li> </ul>
To go for collaboration with other colleges in offering value-added courses.	<ul style="list-style-type: none"> <li>• Efforts initiated.</li> </ul>
To offer a value-added course on 'Constitutional Values and Rights' for the B.Ed students.	<ul style="list-style-type: none"> <li>• To be offered in the next academic year.</li> </ul>
To enhance the active participation of students in the online class, five marks may be allotted for attendance cum participation in the classroom discussion.	<ul style="list-style-type: none"> <li>• To be taken up in the Board of Studies Meeting.</li> </ul>
To organize faculty exchange and student exchange programmes with St. Ignatius College of Education, Palayamkottai and Annammal College of Education, Thoothukudi.	<ul style="list-style-type: none"> <li>• Planned. But postponed due to pandemic.</li> </ul>
In collaboration with neighbouring schools, programmes like science exhibition, leadership training and interaction of class student leaders could be conducted.	<ul style="list-style-type: none"> <li>• To be done in the next academic year.</li> </ul>
To take up research project on 'Impact of Online teaching on Students Achievement and Impact of Blended Learning on Students' by faculty.	<ul style="list-style-type: none"> <li>• Being done by two of our Professors in connection with resilience of students.</li> </ul>

To offer one day training on 'Communication Skill and Technological Skill' may be given as the capability programme for the students.	<ul style="list-style-type: none"> <li>• A two day Capacity Building Programme on Communicative English was organized from 29th to 30th October 2021.</li> </ul>
To develop the skill of knowing the psychology of special children, a capability building programme may be organized in collaboration with special schools.	<ul style="list-style-type: none"> <li>• To be organised.</li> </ul>
To organize faculty development programme on 'PLOs and CLOs mapping', 'OBS Studio' and 'Research Ethics'.	<ul style="list-style-type: none"> <li>• To be done. • A one day FDP programme on 'Ignatian Pedagogical Paradigm' was held on 25th February 2022.</li> </ul>
To make a 'Grievances box' available in the campus.	<ul style="list-style-type: none"> <li>• It is made available.</li> </ul>
To arrange for a seminar on 'Professional Ethics for school Teachers' in collaboration with JCERT.	<ul style="list-style-type: none"> <li>• Discussion is on.</li> </ul>

**13. Whether the AQAR was placed before statutory body?**

**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<b>Governing Body</b>	<b>17/09/2021</b>

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
<b>2020</b>	<b>03/02/2022</b>

### Extended Profile

#### 2. Student

2.1

**206**

Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	196
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	135
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	101
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	99
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	94
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1	70.63
Total expenditure, excluding salary, during the year (INR in	



Lakhs):	
4.2	88
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	17
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	20
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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><b>Process of Planning Curriculum</b></p> <p>Being an autonomous college, the process of planning and preparing the curriculum involves the members of the board of studies and academic council. The curriculum prepared by the Board of Studies is approved by the Academic Council later with modification if needed; finally this is presented for the perusal of 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 scrutinises the monthly programme in accordance with year plan.</p> <p><b>Process of Revising and reviewing Curriculum</b></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</p>	



studies and eventually to the academic council and 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. For example, a new value added course on 'e-content Preparation' has been offered during this academic year.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>A. All of the Above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://sxcen.edu.in/?page_id=2369">https://sxcen.edu.in/?page_id=2369</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
<b>33</b>	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="https://sxcedn.edu.in/?page_id=2886">https://sxcedn.edu.in/?page_id=2886</a>
Any other relevant information	<a href="#">NIL</a>

**1.2.2 - Number of value-added courses offered during the year****3****1.2.2.1 - Number of value-added courses offered during the year****3**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****92****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****92**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**91**

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

**91**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 fundamental understanding of teacher education

SXCE 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.

#### School education skills

The pedagogy courses outline the aims and objectives of teaching-learning, methodology of teaching and 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 new 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 necessary social and environmental competences for a fruitful teaching-learning process.

## Skills Developed

The core courses such as Soft skills and Strengthening English Language Proficiency and the elective courses such as human rights and duties education, peace education, and guidance and counseling develop the competencies of understanding and managing the emotions, the competency of reflecting the social realities, the skill of guiding the students and the competence of maintaining the harmonious relationship.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

A well-thought about curriculum completes the perfect formation of the learner. The budding prospective teacher must have a comprehensive understanding of the historical education systems such as Vedic, Islamic, Buddhist, Christian and British education. The core course on philosophical foundations of education vividly brings out the above concepts in a vibrant manner.

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 visit. 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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 workshop in ELT, college assembly in English, a course on Strengthening English Language Proficiency for three semesters, utilization of English language laboratory, daily morning English prayer during the offline classes 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 were organized.

#### Critical Social Outlook

Aawareness programmes on Human Rights, consumer rights, election and webinars on National Education Policy 2020 and Environment Impact Assessment 2020 were 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

### Techno Savvy

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION****2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year****94****2.1.1.1 - Number of students enrolled during the year****94**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year****95****2.1.2.1 - Number of students enrolled from the reserved categories during the year****95**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

#### 1. English Proficiency Test

All the admitted students appeared for an English test which checks

the proficiency of the students. Based on their performance in the English Test, the learning needs such as grammar, level of understanding, LSRW etc., were identified.

## 2. Academic Support

The academic support began with tongue twister, public speaking and situational dialogues, comprehension ability through essay writing and AIR news listening. A compulsory course on 'Strengthening Language Proficiency in English' was offered to all the B.Ed. students in the first, third and fourth semesters.

### B. Identification of level of readiness of students

#### 1. Teaching Aptitude Test

In order to find out the level of readiness and understanding of teaching profession, the college conducted a teaching aptitude test in order to assess the psychological and academic status of the learners.

#### The Identified psychological and academic needs

From the above test, in general the following needs were identified: ignorance of importance of apt teaching methods and learning materials, effectiveness of skills and techniques, and value of being a role model as a teacher.

#### Academic support

Keeping in mind the above deficiencies, the college organized micro teaching, peer teaching, and intensive teaching.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Six/Five of the above**

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.4 - Student-Mentor ratio for the academic year**

**97:13**

**2.2.4.1 - Number of mentors in the Institution**

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

St. Xavier's College of Education, bestowed with the status of autonomy adopts multiple mode of teaching-learning.

**Core Courses**

The core courses are the foundational experiences for the prospective teachers; this has to be developed through interaction with peer group and the teacher. Therefore the modes of participative, brainstorming and focused group sharing approaches are very much capitalized for a constructive teaching-learning process.

**Pedagogy Courses**

The science faculty employed the approaches of experiential learning that includes laboratory, demonstration and problem solving methods so that scientific attitude could be developed. The arts students are interested in expressing their views in the group; therefore the approaches of participative, enactive, group discussion, debate and dialogue were used.

**Courses for experience of social and environmental sensitivity**

The elective courses offered parallel to core courses, stimulate the social and environmental sensitivity and hence the approaches of focused and issue based group discussion were followed.

**Courses for experiences of teacher enrichment**

The courses on fine arts, performing arts, communicating English, and physical education are offered through experiential, experimental, physical and participatory approaches.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://sxcedn.edu.in/?page_id=2757">https://sxcedn.edu.in/?page_id=2757</a>
Any other relevant information	<a href="#">View File</a>

**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**

192

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3.4 - ICT support is used by students in various learning situations such as**

Four of the above



**Understanding theory courses Practice  
teaching Internship Out of class room  
activities Biomechanical and Kinesiological  
activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://sxcn.edu.in/?page_id=3776">https://sxcn.edu.in/?page_id=3776</a>
Any other relevant information	<a href="#">View File</a>

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**

The tutor-ward interactions augment the process of inculcating the professional attitudes; this is strengthened by the student's counsellors in their private interactions.

#### **Working in teams**

The programmes such as college assembly, microteaching, peer teaching, internship, subject club activity, students' council, and the other festive celebrations cultivate team spirit.

#### **Dealing with student's diversity**

Three courses are offered in UG and PG, describing the characteristics of normal and exceptional children. Added to the above, the trainees are expected to write two records on diversified needs of learners and case study based on their experiences during the internship.

#### **Conduct of self**

The process of mentoring the behaviour is constantly monitored by the discipline committee. Before going for internship, the Principal presents an orientation to the trainees on how to behave in front of students, teachers and management.

#### Balancing home and work

The institution arranged seminars on stress management, and a course on soft skills development to reduce the stress.

#### Updating with recent developments

The trainees are motivated to update themselves with the recent developments and the updation was revealed in the contribution towards subject club notice boards, conducting quizzes in the assembly etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### Micro Teaching

Our College pays care in training the prospective teachers in micro teaching. After the orientation offered on 'Micro Teaching' and the explanation and the demonstration of the skill by the teacher educators, the trainees go in small groups to practice the skills. The way the trainees teach is completely unique and innovative. The overall feedback given by the mentoring professors sharpens their thinking skills, enriches their presentation with innovative ideas, and sprouts their creativity.

#### Students-organized Seminar, Symposium, Panel Discussion, and Debate

Teacher Educators offer inputs on seminar, symposium, debate and panel discussion. A model programme of the above activities are conducted in the presence of teacher educator, inviting the trainees to involve seriously so that it promotes creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students.

#### Seminar

Under the section of seminar, the topic 'School Violence' was discussed by different groups in the classroom.

#### Symposium

In the exercise of symposium, students discussed on the topic 'Caste and Class'

#### Panel discussion

A panel discussion on 'New Education Policy' was organized by the students in the classroom.

#### Debate

Students had a debate on the topic 'Reservation Policy'.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Ten/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 schools within the radius of 40 Kms are identified in consultation with the staff. After obtaining the consent of school administration and permission from CEO, the trainees are sent to the allotted schools to get the teaching units for internship.**

#### **Orientation to school principal**

**Due to pandemic, the details of internship were instructed to them through the written and elaborate communication.**



**Orientation to students**

Prior to internship, the Principal and the senior faculty familiarize the minds of the trainees with the objectives, expectations of the college and schools, do's and don'ts within the school campus, and nuances of facing the challenges.

**Defining role of teachers**

The senior faculty of the college on their visits to the internship schools, indicate the roles of senior teachers in moulding the trainees by assisting them in preparation of daily lesson plans, teaching aids and help them in making their teaching effective.

**Mode/s of assessment**

An assessment scale was designed by our college to evaluate trainees performance both by the guide teachers and teacher educators.

**Exposure to variety of school setups**

The trainees are sent to various schools of rural and urban, Government and private, and state and matriculation boards.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**97**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching**

Seven/Eight of the above

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 college administration has designed a regular monitoring cum interaction with the internees at regular intervals.

#### Role of teacher educators

All teacher educators are assigned with seven to ten trainees and once in a month they visit to the internship schools and observe their teaching. After each visit, the teacher educators submit their assessment and feedbacks in the Dean's office.

#### Role of school principal

The school principal allocates the senior guide teachers, and the time table to each trainee. The school Principal has to submit the summative evaluation forms such as internship report, comprehensive appraisal of trainees, teaching practice completion certificate, curriculum feedback and attendance register of trainees.

#### Role of school teachers

The school teachers undertake the correction of lesson plans every day and provide feedback. At the end of the internship, the senior guide teachers present a complete teaching profile, consisting of the evaluation of the performance of the trainees on various dimensions.

#### Role of peers

The students observe the classes of each other and pass on the feedback to improve the quality of teaching. The observations and criticism are recorded in the designated notebooks.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

17

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

142

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

142

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 discussion

The faculty members share and discuss the recent developments and the on-going issues in education during their informal interactions.

Every year based on the suggestions of staff members, the IQAC organizes Faculty Development Programmes to update their teaching skills as well as current educational innovations. In the same way the librarian of our college keeps our staff informed on the recently published articles in different journals, through Whatsapp group and e-mail, rightly named as 'Article Alert Service'.

Through 'Seminar Alert Service', the staffs are informed on the list of seminars and workshops conducted month wise in advance.

Share information with colleagues with other institutions

Our staffs maintain a cordial relationship with the staff of other colleges and this helps them to share information with them. They are also included as members in different professional Whatsapp groups where they share and discuss the recent developments and issues related to education.

Our IQAC Coordinator shared her expertise and oriented the staff members of Mar Chrstosym College of Education, Kirathoor, Christopher College of Education, Chennai and Jamal Mohammed College of Education, Trichyon the new manual of NAAC for the assessment of teacher education institutions.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

SXCE being an autonomous college has the freedom to design the mode of evaluation. Continuous Internal Evaluation (CIE) is a regular practice in our institution. For each course, there are both CIE during the semester and an external evaluation. The internal and external ratio of the marks will be 30:70. There is no passing minimum for CIE. The students will be declared to have passed the course if he/she secures 45% in the external and 50% in the aggregate.

For all the programmes, CIE has two components namely, internal tests and other modes of practicals, having fifteen marks each. The internal tests are conducted twice in a semester for 30 marks for B.Ed and 45 marks for M.Ed and M.Phil and the score is converted to 15 marks. The duration of test is 90 minutes. The other modes of practicals are carried out effectively by the respective teacher-educator. The practicals totalling for a maximum of 15 marks, comprise of assignments (compulsory), and any other two items of the following: seminar, group discussions, quizzes, snap test, individual & group projects for all the programmes and other practicum given in the syllabus for B.Ed programme alone.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### Mechanism and procedure for grievance redressal

St. Xavier's College of Education being an autonomous college, follows semester system and subsequently conducts internal and external examinations for each semester. With regard to internal test, whenever a student has some grievances, the matter is taken up in the examination grievance redressal cell which finds an amicable solution after due analysis.

Students having grievances in evaluation of semester papers, apply online for photocopy of answer books on payment of prescribed fees within 10 days from declaration of results. Photocopies of answer books are issued to students. If students are satisfied with the allotted marks, the grievances are resolved. If the students are not satisfied, students apply online either for retotalling or revaluation on payment of prescribed fees within 10 days from receipt of photocopies. The result of retotalling or revaluation is supplied to the students and the action taken is recorded.

If the grievances are connected with non-clarity of the question, questions from outside the syllabus etc., then the students are free to represent the same to the grievance redressal cell through the available format. Further these grievances are analysed and suitable solution is reached with the knowledge of Principal.



File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 is prepared by the Dean in collaboration with planning and evaluation committee, keeping in mind the major events and the total number of working days, adhering to the regulations of NCTE. This is approved by the staff council and the faculty and students are informed through websites and printed copies.

With regard to the dates for internal evaluation, the examination committee sits through the recommended dates in the academic calendar and approves the dates with modifications if needed. Later the controller of examinations announces officially in the notice board and internal evaluations are conducted. The first internal tests are normally conducted after 45 days of inauguration of academic year and the second internal tests are conducted after 90 days of the semester.

With regard to the assessment of teaching competency, the dates for the conduct of external and internal practical commission, mentioned in the calendar are very much followed except for valid reasons. Internal assessment of teaching competency, done before the external practical commission, is completed within two days by our teacher educators. The external practical commission is conducted with the help of external examiners invited by the controller of examinations.

## 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 purpose of UG Programme is mainly to provide pedagogical knowledge and hence all the semesters have got pedagogical courses along with practical sessions in the model schools. The outcome of pedagogical courses are very much experimented in preliminary as

well as internship teaching. The secondary aim of B.Ed. programme is to establish the socio-philosophical- psychological bases of education in the minds of the students through core courses during three semesters.

With regard to PG and research programmes the importance is laid upon critical outlook on educational trends and research problems. This aspect is reflected in course outcomes through the courses on research, modern educational concepts including ICT, counseling and inclusive education.

#### Alignment of PLOs and CLOs with Internal Evaluation

The theoretical part of the internal examination consists of two internal tests for each semester. The internal test based on the blue print aims at verifying the attainment of outcomes of programme and courses. In practicals, the expected outcomes of programme and courses are very much tested through appropriate individual and group activities such as assignments, seminar, audio-visual projects and field visit reports.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.7.2 - Pass percentage of Students during the year

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

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. programme is a professional programme and it has two testing components: 1. Theory and 2. Practical. The professional

teaching competence gradually progresses through the practical hands-on-training that are given to the trainees through Micro teaching, Peer teaching, Demo teaching, Observation classes and Internship. Finally their progress is assessed by the board of internal and external examiners and marks are awarded to them.

Various modes of internal assessment are in practice; it includes written examination, assignment and practicum. These assessments are in tune with the CLOs and PLOs. Assessment is integrative and it includes assessing the domains of cognitive, affective and psychomotor.

The list of records written and maintained by the students paves the way for further improvements. This is internally assessed by the teacher educators and marks are awarded and the list of marks is submitted to the controller of examinations office where it is maintained systematically.

The elective courses offered by the college such as education on human rights, environment, peace, values, gender, exceptional children, physical and health and counselling place the trainees in the proper perspectives of professional ethics.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **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**

**89**

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

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 behaviour encompasses empathy, disciplined mind, creative presentation, teacher-student rapport building and effective communication.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

**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	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**All of the above**

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **3.2 - Research Publications**

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

**8**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

5



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

192

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

### 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

188

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

188

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 the students to social issues**

One of the educational objectives of B.Ed is to orient the prospective teachers towards the creation of new society based on peace, love and justice. To realize the above objective, the college conducts Community Service Camp, Social Project, Mother Theresa Evening Study Centre [MOTESC], Human Chain, Awareness Rally and Painting Exhibition every year. But due to pandemic, this year those programmes were not carried out. Instead of those programmes a webinar on 'Tapping our inner resources to win COVID-19 pandemic' which helped the students to cope up with COVID-19. The students were made aware of New Education Policy through a webinar. Moreover the students were offered a webinar on Environment Impact Assessment which motivates them to think of the government policies. A webinar on 'Disaster Management' helped students to be aware of it and the way to manage it.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### **3.4 - Collaboration and Linkages**

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Three/Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Spread over an area of 3.72 acres of a separate campus, the college has three blocks accommodating all the necessary infrastructure facilities.

#### Classrooms

Ten well-ventilated classrooms installed with multi-media projection system (LCD projectors and audio system), Wi-Fi network.

#### Laboratories

The seven pedagogy courses have got separate resource centres. In addition to the above, there are physical science and English Language laboratories, rooms for performing arts and physical education are available.

#### Fitness Centre, Sports field & Sports complex

There is a 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, the institution possesses four interactive white boards, fourteen LCD projectors, Documentary reader, five OHP's, four mobile audio system, 16mm film and slide

projectors, three video and still cameras.

#### Computing facilities

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

#### Library

Fr. Utarid Library accommodates 250 readers in two floors.

#### Seminar and Multipurpose hall

Mother Theresa seminar hall which can accommodate 100 participants and Fr. Arul Joseph multipurpose hall accommodates around 250 participants.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://sxcen.edu.in/?page_id=3422">https://sxcen.edu.in/?page_id=3422</a>
Any other relevant information	<a href="#">View File</a>

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

31.8171

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 offers a good library automation software module, namely Rovani Library Management System. It is used to help controlling the resources better and serve the faculty members, students and scholars in an organized manner. It customizes and manages the library 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.

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

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.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://sites.google.com/view/utaridlibrary/home">https://sites.google.com/view/utaridlibrary/home</a>
Any other relevant information	<a href="#">View File</a>

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 college installed the KOHA library management system and provides individual user name and password to every staff and student member for accessing OPAC through remote access. Students and staff members can access the resources through this OPAC. Koha provides SMS alert facility to the students and faculty members for sending reminders to return the resources in due time. It has become easy to access the e-books remotely through KOHA.

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 will work for consortia of all sizes, multi-branch, and single-branch libraries.

Koha provides multi language coding system and accepting large number of languages.

KOHA supports to search and limit any one of the following resources in the database namely books, computer files, maps, mixed materials, music, National journal, National magazine, Reference.

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

KOHA linked with all libraries especially the group of same institutions and campuses in different parts of the country.



File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**0.806**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**273**

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://sxcen.edu.in/?page_id=3178">https://sxcen.edu.in/?page_id=3178</a>
Any other relevant information	<a href="#">View File</a>

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

The college student's administration software was installed from the year 2014-15 to maintain and update students' information.

**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 from Mega soft Computers.

**Website**

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

**Wi-Fi**

Two Wi-Fi Wireless Extender was installed on 22nd January, 2016 and the college campus is Wi-Fi free 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 from 40 Mbps to 300 Mbps from 19.04.2021 catering the need for using internet facilities.

**Video Conferencing**

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

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.2 - Student – Computer ratio during the academic year**

**2:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**C. 250 MBPS - 500MBPS**

**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	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/watch?v=i63N0x2xRNc&amp;t=29s">https://www.youtube.com/watch?v=i63N0x2xRNc&amp;t=29s</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://sxcen.edu.in/?page_id=4321-faculty">https://sxcen.edu.in/?page_id=4321-faculty</a>
Any other relevant information	<a href="#">View File</a>

#### **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)**

**7.4341**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 a complete responsibility of the stakeholders.

#### Classrooms

1. Besides the desks and benches, all the classrooms contain LCD projectors, computers, audio system, white board, LCD screen and steel almirahs. These are to be safely maintained by faculty, students and subject leaders.
2. When the class is over, it is the responsibility of the subject leaders to switch off lights, fans and electronic gadgets.

#### Laboratories

1. The trainees must register their attendance and maintain silence in the lab.
2. Any damage to any equipment will be fined and trainees should follow strictly the instructions given by the teacher educators.
3. Before leaving the lab, they must ensure shutting down of the system and locking of the equipment.

#### Library

1. The individuals from outside the college should get the prior permission of the Principal.
2. Library users should sign the Gate Register before entering the library and must wear ID CARD inside the library.

3. Strict silence is observed and mobile phones switched off inside the library.

#### Sports Complex

1. The articles of games & sports and playground are maintained by Director, Physical Education.

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

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://sxcen.edu.in/?page_id=3431">https://sxcen.edu.in/?page_id=3431</a>
Any other relevant information	<a href="#">View File</a>

### STUDENT SUPPORT AND PROGRESSION

#### 5.1 - Student Support

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

**Five for the above**

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

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
16	99

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

18

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

#### Proactive role of Students' Council

The Students' Council of our college is a congress of elected representatives from each segment of the students, based on the norms framed by the College. The council accords due representation to the students of B.Ed. and M.Ed. programmes. Sensing the needs of the student community the council acts in a pre-emptive manner so that smooth academic life is maintained. This is ensured through a regular meeting between Principal and council, where the concerns, interests and suggestions are received by the administration for appropriate decision making and action.

Being aware of the need to be a 21st Century teacher, the council is entrusted with organising a number of curricular cum co-curricular activities in the campus. It includes the conduct of intramural sports and cultural competitions, Christmas, Pongal day, Teacher's Day, College day and other common celebrations. The council members occupy a share in the committees such as IQAC, planning and evaluation committee, students' welfare committee, and women cell. Thus the council is one such platform whereby proactive thinking, planning and cooperative actions are initiated and the rest of the student community is expected to imbibe the same spirit of pro-activism.

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

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

3

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

## 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

### Role of Alumni Association in the development of institution

The Alumni Association is another supportive pillar of the college which creates and maintains a link between Alma Mater and students. The association helps the institution and students through various activities such as quiz competitions, recruitment of teacher educators and academic counsellors. The two significant contributions of Alumni association are given below:

#### 1. College Committees

In the statutory committees namely governing body, academic council, board of studies, finance committee and IQAC, the members of the association express their ideas and suggestions towards the development of quality curriculum. Considering the non-statutory bodies, the members in the various committees offer their suggestions for the long term and short term plans in the process of planning and evaluating the functioning of the college.

#### 1. 'Teacher of the Month' programme

Every month the college invites a senior teacher preferably a retired alumnus/ae and could be the best teacher awardee of the State and Union Government, to share his/her experiences as a teacher with the current students in the college. The speaker is able to bring out the personal experiences more authentically which influences the current students to live upto an ideal.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

**5**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

#### **Alumni Association as supportive system to the institution**

The representatives of association suggest various plans to the college administration to nurture and develop the talents of the students. The direct involvement of the association in recognizing, nurturing and furthering the talents could be experienced in the following activities:

Every year one of the members of executive council of the association Mr. Soosai Michael organises a quiz competition in general and teacher education topics. Unfortunately this programme was planned this year but postponed due to heavy rain and pandemic situations.

Secondly, every year during the village camp is organised by the college and the association steps in to organise medical camps for the villagers. This programme was not done this year due to pandemic.

The association consciously looks at the economic background of the students and accordingly distributes scholarship to the deserving students in consultation with the Principal. The Career Guidance and Placement Cell of our college is utilising the service of our alumnus to offer career guidance to the students. Since a good number of Alumni members of our college are working as teachers in our Model School, they mentor our prospective teachers during the intensive teaching practice.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### **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 conducive climate which will ensure integral formation of prospective teachers, shining in greater competence, commitment and compassion.

#### Nature of governance

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 enhancement of skills of the prospective teachers to become agents who will promote a just humane society. On the whole, the management system is participative, democratic and cooperative.

#### Perspective plans

Perspective plans like admitting dalit and poor students, conducting social exposure programmes, coaching in communicative English, developing cultural ethos, intensive teaching practice and training on ICT skills are formulated keeping in view the mission and vision of the college. These plans are formulated through experts in various fields of education.

#### Participation of teachers and students and the non-teaching staff in the decision making bodies

The representatives of the statutory committees along with the faculty, students, non-teaching staffs, the alumni/ae 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	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our college has six major pillars namely academic, research, library, extension, human resources and alumni; each structure is shouldered by different officials such as Dean of Academics, Controller of Examinations, IQAC Coordinator, Vice-Principal, Director for Research, Library Director, Secretary and alumni director but coordinated by the Principal, who envisages and directs the officials as per the vision and mission of the institution.

### Participative Management

There is another arm of management known as participative which is exhibited in the form of membership in different committees; as the members are drawn from various sections, there is a participative thinking, discussion and decision making. For example, the statutory - academic bodies like board of studies, academic council, planning and evaluation, IQAC and library have representations from university, experts, alumni, staff and non-teaching staff. Similarly statutory- management body such as governing body and college development council have representations of UGC, TNTEU, Government, management, faculty and alumni.

Thus the voices of various sections from non-teaching to students to staff to expert's upto government nominees find berths in all the committees functioning in the college. Therefore the college very much practices a decentralized and participative management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Before preparing the budget, the secretary collects the list of

requirements from the staff needed for curricular and co-curricular programmes. Later the finance committee considers and deliberates on the needs of the institution, the purpose and utility of such expenditure.

#### Academic transparency

A quality curriculum is viable through the statutory bodies namely board of studies, academic council and the governing body. The regular feedback at the interval of every semester from the students, staff and the experts through statutory bodies present our curriculum transparent and relevant. Further the transparency of the evaluation is strengthened with external valuation for UG and double valuation for PG.

#### Administrative transparency

All the communications connected with academics and extension services are displayed in the college notice board, websites, e-mails and whatsapp. The admission process remains 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 tutor ward system.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

The strategic plan is to develop communicative skills for employability and this is realized through various stages of deployment of strategies as given below.

#### Tongue twister

In the beginning of the academic year, tongue twisting training is offered by the faculty of English during the class hours. This training makes rural students to pronounce and articulate the words

of English according to the phonetics.

### English Language Teaching

A two day ELT programme is offered to all the first B.Ed student teachers through activity based learning. This course has enabled the students to know how a language is built on pronunciation and articulation.

### College Assembly

Every Monday each subject group is expected to organize the college assembly. This facilitates their courage to face a group of students and address in English. Also morning prayers and serving as master of ceremony for various programs in English is made compulsory to all students.

### Strengthening English Language Proficiency (SELP)

The college has introduced a course on 'Strengthening English Language Proficiency (SELP)' which is of practical in nature and runs through three semesters. This course is the consolidation of all the above strategies which would strengthen the communication skill of the students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://sxccdn.edu.in/?page_id=539">https://sxccdn.edu.in/?page_id=539</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Our college is administered by the Jesuits of Madurai Province. The Provincial appoints Principal, Secretary and other religious staff. The Rector of the college is responsible for framing policy decision, administration and management decision. The Principal co-ordinates and monitors all the academic activities of the college. There are statutory and non-statutory bodies to facilitate the Principal for taking valid decisions in a democratic manner.

**STATUTORY BODIES**

Governing Body serves as the decision making body. It approves curriculum proposal of the academic council 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 and presents it to academic council for its approval. The Finance committee decides on the allocation of money to various activities in the college, from the fund of the Government and reviews the audited statement of accounts followed by the approval of the budget.

**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	<a href="http://sxcen.edu.in/?page_id=3259">http://sxcen.edu.in/?page_id=3259</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Self- learning is the best learning. To impart this, our college planned to offer off-line self-study courses to the students. Hence in the IQAC meeting held on 8th September 2020, there was a serious discussion on the courses to be given as self-study course and it was decided to offer 'Gandhian Thought' as a self-study course. It was taken into Board of Studies held on 11th September 2020 for further discussion and the syllabus for the same was constructed which was later approved by the academic council held on 18th September 2020. The introduction of self-study course on 'Gandhian Thought' was accepted by the governing body meeting held on 8th October 2020.

After getting the approval from the Governing Body, weekly one hour was allotted for this course and there was a coordinator for the course. It was a 50 hours course and the students were provided with a number of books in the library and computer with internet facility. They were monitored by the coordinator. At the end of the year, an internal test was conducted and a terminal examination was conducted. The certificates were issued to the students who have completed the self-study course.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

##### 1. Academic facilities

1. Registration fees to attend seminar, workshops and conferences was provided to the staff 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 staff
4. Freedom is given to serve as resource person
5. Permission to do higher studies.

##### 1. Physical facilities

1. Staff are given a separate cabin with adequate facilities
2. Free computers and Wifi facility and free photocopy for their academic purposes.
3. Separate rest rooms for men and women faculty
4. Staff quarters for non-teaching staff
5. Play grounds and games articles
6. Separate parking shelter

##### 1. 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

##### 1. Medical facilities

1. Maternity leave for management women staffs with three months salary is paid.
2. Medical leave.
3. First Aid Kit is available for staff.

##### 1. Emotional Assistance



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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**15**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**9**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **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**

**16**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

In our college, performance appraisal system for teaching staff is conducted by the internal quality assurance cell and the management of the college at the end of each semester. The assessment on each staff is done by Principal, management and students objectively by serving a questionnaire with a scale of 1-5 indicating 'very weak to very good'. After receiving the feedback from the above three persons, it is analysed and findings are submitted to the secretary who inturn enlightens the staff with appreciation and suggestions.

#### **Performance appraisal for non- teaching staff**

The Performance Appraisal of non-teaching staff is done by the Secretary of the college by collecting the information orally on the non-teaching staff from the teaching staff and students. The collected information is collated and critically viewed; later the Secretary informs the individual non-teaching staff about their

performance in writing.

Secondly, a questionnaire is administered among the students and the information is collected on various aspects. The final findings are shared with the individuals followed by the group interaction. On the whole, a regular oral as well written feedback mechanism is maintained.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

##### The internal audit

1. The college is run by the Society of St. Francis Xavier; it has the system of campus finance officer who takes care of the financial status of three sister institutions including our college.
2. The annual as well as quarter financial auditing of our college is done by the institutional auditor who is duly approved by the management.
3. At the end of every quarter of the financial year, the accounts of the college is audited and the auditor submits a report.
4. The annual audit is done internally by the institutional auditor at the beginning of April.

##### The External Audit

The external audit of accounts of our college is done annually by the auditor from the Regional Directorate of Collegiate Education and the AG auditor. The external audit report and the objections are attached.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0.011514

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

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.

#### 1. Government sources

Our college is a minority cum aided institution and hence we have the grant-in-aid towards the salary of half of the faculty. Our students also avail various scholarships from central and state governments as per the Government notifications for educational support.

#### 1. College fees

Another source of major income is the college fees and examination fees paid by the students. The fees collected are invested in the bank and the interest amount of the deposits is utilized for running of the programmes.

## 1. Alumni

The alumni/ae of our institution sponsor the educational expenses of some of our students.

### 1. Society of Francis Xavier

The society offers the major scholarship programme namely Jesuit Educational Support, given to the students, properly identified by the faculty and scrutinized by the scholarship committee.

### Optimal Utilization

The college strives to save money from the college fees by minimizing the expenses on the enlisted programmes and maintenance works. It is worth mentioning that we try our best to collect donations from the alumni/ae and the well wishers. Therefore the optimal utilization of the funds rests in the hands of 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 practises the following strategies for quality assurance.**

### 1. Academic and Administrative Audit

Every year IQAC conducts AAA but this year as the college is awaiting for the NAAC Peer Team Visit, AAA visit was not conducted.

### 1. Feedback from students

The IQAC manages to have feedbacks from the students on the faculty, on curriculum, on internship and on college activities for every semester. Collating the above feedbacks, further process of decision making and planning is done in the staff council meeting.

### 1. Feedback from internship schools and alumni

The Headmaster, guide teachers, students of schools where our students go for internship evaluate and present the feedback as per the format given by the IQAC and feedback from the alumni who have been employed in different schools.

#### 1. Feedback from the staff

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

#### 1. IQAC Meetings

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

#### 1. IQAC Newsletter

Documentation and dissemination of various programmes of the college is done through the publication of IQAC Newsletter.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

In the process of teaching- learning, at the end of every semester, the Dean obtains feedback from the students on curriculum. These feedbacks are analysed discussed in the Pre-Board of studies. Again it is considered at the Board of studies and Academic council. The suggestions are considered and approved in the governing body.

Secondly at the end of every semester the students are asked to assess teaching staffs through a questionnaire. Feedbacks are analysed and presented in the desk of IQAC. In turn the secretary of the college distributes the reports to the staff with his observations and feedback and discusses with them on how to improve

the content transaction.

### Skill 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 value-added course on 'e-content Development' 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.

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

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Four of the above

**follow up action Collaborative quality initiatives with other institution(s)**  
**Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://sxcedn.edu.in/?page_id=3371">https://sxcedn.edu.in/?page_id=3371</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://sxcedn.edu.in/?page_id=3510">https://sxcedn.edu.in/?page_id=3510</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**The following are the incremental improvements achieved within the institution due to quality initiatives.**

**Introduction of TET preparatory programmes**

As per the government norms TET exams are the minimum qualification required to get appointments in schools to work as a teacher. To train the students to get through in the exams, earlier special units on school subjects were added in optional I and Optional II syllabus. Further listening to the feedback of the students, at the week end special mock test were conducted, at the third stage a course on Subject Knowledge Competency was added as an internal course. This helped the students to get through the TET exams.

**Strengthening English Language Proficiency**



LSRW in English is the basic qualification for any teaching professional. Being aware of the above, we began with the exercise of Tongue Twister which concentrates on phonetics and pronunciation. This was followed by a two day workshop on English Language Training through which the apprehensions and fear towards speaking in English is minimized. Later the faculty and the management felt the need for introducing a course on 'Strengthening English Language Proficiency' in the first semester. Again acting on the request of our students and fulfilling the requirements of job, the above course was extended for the three semesters.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

St. Xavier's College of Education is one of the educational units of the Society of St. Francis Xavier, Palayamkottai. As per the direction of the management, institution stands for 'Optimum Alternative Energy and minimum Electricity'.

#### Policy Implementation

A Solar Energy Panel of 4KWH costing Rs.3,99,731/- was established and it started producing energy from 2018 March onwards.

#### Ways of Energy Conservation

Students and Staff (Teaching and Non-teaching) are directed to use the electricity as and when required.

They are instructed to switch off the lights, fans, and LCD when the classes are completed. They are encouraged to hold group discussion outside the classrooms either in the verandah or under the shades of

trees, according to the needs of the subjects.

#### Use of Alternate Sources of Energy

To meet the energy needs of the college, during power failure, two types of alternative sources of energy are exploited; one is the secondary source energy with diesel generator and the other is solar energy.

There are two generators, one with capacity of 40KVA & other with a capacity of 45KVA installed and are in usage. A Solar Energy Panel of 4KWH was established and connected with local grid.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Procedure of Waste Management

- Constant reminders to the prospective teachers to throw the papers and wrappers in the dust bins, to reduce the use of papers, to use water sparingly, to close the drinking water taps tightly to reduce wastage of water.

- Regular instruction to the sweepers to separate degradable waste and non-degradable waste and to put them into bigger pits.

The following are the ways of waste management of solids, liquids and e-waste.

#### Solid Waste Management

Solid wastes are collected from the dust bins, placed in all the classrooms, staff rooms and around the campus and they are separated finally as degradable and non-degradable and processed.

**Liquid Waste Management**

Waste water from the toilets is collected through drainage pipelines and drained out to the municipal drainage system thereby avoiding stagnation of water inside the campus. The waste water from hostel is used in the garden to water the plants. The septic tank is cleaned at the end of each semester.

**E-waste management**

E-waste is created when an electronic product is discarded after the end of its useful life. E-waste is disposed off through vendors.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The prospective teachers are instructed to keep the campus neat and tidy by throwing the waste papers into the dust bins, not to spit anywhere in the premises and not to scratch on the walls and benches. Water tanks are cleaned every month and certificate is issued by the municipal corporation officials.

### Sanitation

Everyone in the campus is advised to pour water into the toilets prior to use and after use. Sanitary napkin incinerators have been installed to facilitate the disposal of the used napkins. The rest rooms are cleaned regularly using phenyl and acid. The floor is mopped and the cob-webs are removed regularly to maintain cleanliness.

### Green Cover

Our college promotes green cover aesthetically and purposefully. A lawn is maintained in the middle of the circle. There are around 287 trees and shrubs and a specially maintained herbal garden with around 45 medicinal plants.

### Pollution Free Healthy Environment

All degradable materials are thrown into a separate pit and periodically covered with mud. All non-degradable materials are

dumped into a separate pit and once the pit is filled in, it is shifted to the corporation waste yards.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

.072145

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

Every year the students are accompanied with the staff members to the recent modern institutions in Tirunelveli such as science centre, special schools and Government museum, proper information is shared along with demonstration and ends with question and answer sessions.

### Leveraging the Local Environment

The district is composed of majority of villages completely depending on agriculture and fishing. Another notable element is the small industries development such as the products of Palmyra and coconuts. The trainees are exposed to the above environmental facts through classroom interactions, guest lectures, college assemblies, library books, field visits and seminars.

### Leveraging Locational knowledge and Community Practices:

The people are so filled with religious piety that we have more religious festivals expressing the different religious sentiments, customs, rituals. The students are familiarized with those practices through college assembly session and classroom discussions.

### Challenges

When the efforts of familiarizing the students with local resources, environment and community practices are initiated, the institution has always faced the challenges of free access to the resources, less enthusiasm from the students, tight curriculum schedule, Government restrictions in admission to the local resources.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**A. All of the above**

**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**

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

## 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

### Best Practice 1

#### Title of the Practice

**Strengthening English Language Proficiency (SELP)**

#### Objective

**To develop the communication skill of the prospective teachers in English**

#### Context

**Communication in English has become the major skill for the teachers nowadays.**

#### Practice



The students are offered with the 'Strengthening English Language Proficiency' in all the three semesters along with more activities.

#### Evidence of Success

Performance of our students as they stage their cultural programmes in English on the stage.

#### Problems encountered and resources required

As the number of students in the class is fifty, conducting oral exam for SELP is very difficult.

#### Best Practice 2

##### Title of the Practice

##### Modern Theatre Skills

##### Objectives

To develop the oral communication skills, symbolic body language and voices of the prospective teachers.

##### Context

Facial expression of the teachers during teaching may grasp the attention of the students. Practice

The modern theatre skill is included in our curriculum and it is being practiced every Saturday afternoon.

#### Evidence of Success

Performance of the students in the college day programme and their body language in their internship.

#### Problems encountered and resources required

During this year, due to online classes, the students could not have much time to practice.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

#### Emphasis on Communicative English

The main objective of our college is to get employment opportunity for all the students. As the communication in English language is expected in all the matriculation and CBSE schools, the college is providing a number of opportunities to develop their English Language. They are

#### Workshop on ELT

A two day workshop on ELT was organised to develop confidence in speaking English

#### Assembly

Every Monday, assembly is conducted by each optional group students in English under the guidance of their optional teachers.

#### Anchoring

The students are provided opportunities to anchor the college programmes in English which help them to face the audience boldly.

#### Morning Prayer

Every day prayer is conducted through Public Addressing System in English.

#### Listening to English News

The students are asked to listen to the AIR- English News reading which was recorded and broadcast through Public Addressing System.

#### Course on 'Strengthening English Language Proficiency'

The course was introduced in all the three semesters to develop their proficiency in English.

#### English Saturday

Every month on any Saturday, the students are expected to perform programmes in English on a theme. Unfortunately last year due to COVID- related situation, we couldn't realise the above programme.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>