



## **YEARLY STATUS REPORT - 2021-2022**

### **Part A**

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

<b>1.Name of the Institution</b>		<b>St. Xavier's College of Education (Autonomous)</b>
<ul style="list-style-type: none"><li>• Name of the Head of the institution</li></ul>	Rev. Dr. D. Thomas Alexander, S.J.	
<ul style="list-style-type: none"><li>• Designation</li></ul>	Principal	
<ul style="list-style-type: none"><li>• Does the institution function from its own campus?</li></ul>	Yes	
<ul style="list-style-type: none"><li>• Alternate phone No.</li></ul>	04622577630	
<ul style="list-style-type: none"><li>• Mobile No:</li></ul>	9443554775	
<ul style="list-style-type: none"><li>• Registered e-mail ID (Principal)</li></ul>	sxceiqac@gmail.com	
<ul style="list-style-type: none"><li>• Alternate Email ID</li></ul>	sxcedeanofstudies1@gmail.com	
<ul style="list-style-type: none"><li>• Address</li></ul>	St. John's College Road, Palayamkottai	
<ul style="list-style-type: none"><li>• City/Town</li></ul>	Tirunelveli	
<ul style="list-style-type: none"><li>• State/UT</li></ul>	Tamil Nadu	
<ul style="list-style-type: none"><li>• Pin Code</li></ul>	627002	
<b>2.Institutional status</b>		
<ul style="list-style-type: none"><li>• Teacher Education/ Special Education/Physical Education:</li></ul>	Teacher Education	
<ul style="list-style-type: none"><li>• Type of Institution</li></ul>	Co-education	

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Tamil Nadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr. A. Punitha Mary				
• Phone No.	04622577630				
• Alternate phone No.(IQAC)	04624264475				
• Mobile (IQAC)	9894463454				
• IQAC e-mail address	sxceiqac@gmail.com				
• Alternate e-mail address (IQAC)	sxcdeanofstudies1@gmail.com				
3.Website address	<a href="http://www.sxcedn.edu.in">www.sxcedn.edu.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://sxcedn.edu.in/wp-content/uploads/AQAR-Report-2020-2021.pdf">http://sxcedn.edu.in/wp-content/uploads/AQAR-Report-2020-2021.pdf</a>				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://sxcedn.edu.in/?page_id=2886">http://sxcedn.edu.in/?page_id=2886</a>				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	NA	2000	17/04/2000	16/04/2004
Cycle 2	A+	NA	2007	31/03/2007	30/03/2012
Cycle 3	A	3.67	2013	23/03/2013	22/03/2020
Cycle 4	A+	3.29	2022	26/04/2022	25/04/2027
6.Date of Establishment of IQAC	17/08/2004				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

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

8.Whether composition of IQAC as per latest NAAC guidelines	Yes		
<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)			
* Submission of Self-Study Report for the 4th Cycle of Accreditation to NAAC on 10th August 2021.			
* NAAC Peer Team Visit on 22nd and 23rd April 2022. In connection with NAAC Visit a MOCK Visit was conducted on 12th April 2022.			
* Organization of One day Faculty Development Programme on 'Ignatian Pedagogical Paradigm' on 25th February 2022.			
* Published IQAC Newsletter per Semester (two) for the academic year 2021-2022.			
* Organization of Student Induction Programmes from 20th to 23rd October 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
Regarding staff exchange programme, the exchange of Optional I faculty of St. Ignatius College of Education and SXCE could be thought about.	<ul style="list-style-type: none"> <li>Planned to have from next academic year 2022-23</li> </ul>
Online interaction with neighbouring Colleges of Education could be organized in which ten students from each college could be allowed.	<ul style="list-style-type: none"> <li>Under discussion</li> </ul>
Group Insurance for students could be done through Star Health Insurance Ltd.	<ul style="list-style-type: none"> <li>Under discussion</li> </ul>
Student representatives suggested to have teaching aids exhibition by II B.Ed students which could be visited by school students.	<ul style="list-style-type: none"> <li>As there was NAAC Visit Preparation, exhibition was not organised.</li> </ul>
Regarding the schedule of internal test, it was suggested that when we have two tests, one could be core and another electives.	<ul style="list-style-type: none"> <li>Implemented</li> </ul>
Parent representative suggested that the teacher educators may give home assignments daily during the online class so that students will concentrate on the class.	<ul style="list-style-type: none"> <li>Staff have been instructed.</li> </ul>
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
<b>Governing Body</b>	<b>16/06/2022</b>

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

Year	Date of Submission
2021-2022	13/01/2023

**15. Multidisciplinary / interdisciplinary**

Our college has gone through three cycles of autonomy and four cycles of NAAC accreditation process. Thus our institution remains as an autonomous and NAAC accredited (A+) teacher education institution with 73 years of educational service in the society. It serves the rural, semi urban and urban prospective teachers to acquire the basic knowledge of teacher education and the various pedagogies for the teaching-learning purpose. Being the autonomous institution, it has the facility to design the curriculum, best suited for the prospective teachers to be effective in the classrooms. The College offers currently B.Ed., M.Ed., M.Phil., and Ph. D programmes. The syllabi for the above programmes are constantly under revision, twice in a year through curriculum development cell, pre-board of studies, board of studies and academic council of the college. The members of the above committees are drawn from various disciplines including teacher education, arts and science, medicine, law, industry, alumni, students and the faculty. Thus more opportunities are created to have comprehensive, holistic and interdisciplinary approach in the formation of the curriculum. In the process, the emerging educational trends and the innovations in information technology are consciously focused and well incorporated in the curriculum.

The vision and the mission of the college aim at the integral formation of prospective teachers and the promotion of educational research at the service of our youth for the establishment of a Just and Humane Society. We have the following plan of transforming the institution towards a holistic and multidisciplinary institution: We have St. Xavier's College (Autonomous) with arts and science faculties and we may collaborate with them in offering integrated B.Ed. integrated programme, annexing our college as one of the departments of Arts and Science College. It is also possible to start arts and science programmes other than Education in the existing College of Education. The curriculum for the B.Ed. programme is the combination of humanities and science. In theory section the courses on foundational knowledge such as educational psychology, educational philosophy, educational sociology, curriculum development, evaluation, and Technology and evaluation are dealt with. Secondly the pedagogy courses on different subjects

followed by elective courses on various subjects connected with society are included. Apart from the above, value-added courses which are skill based such as language of Hindi, fashion and designing, modern theatre arts, photography, interior decorations etc. are included. Yet another Diploma Programme on digital pedagogy prepares the prospective teachers to have integrated approach in the teacher education. All the above courses engage the students in an interactive manner with science and arts subject, moving towards the attainment of a holistic and multidisciplinary education.

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

#### **16.Academic bank of credits (ABC):**

The scheme of Academic Bank of Credits which enables the student's mobility across higher education institutions is in the beginning stage in our college; our college being the autonomous institution, has the freedom to design the curriculum and bring in a higher level of innovations in pedagogy, evaluations and formations of students. Our college is a single faculty teacher education institution, affiliated with Tamilnadu Teachers Education University, Chennai and we adhere, in spite of autonomy, to the National curriculum framework of teacher education, published by National Council for Teacher Education. In its curriculum, we have the foundational courses, pedagogy courses, elective courses and other value added-courses with proper credit marking and sufficient hours of theory and practical. Each university for its affiliated colleges, may have different nomenclatures of courses and it is the same for autonomous colleges too; For autonomous colleges, remember, the content may not vary much but the basics will be there and hence we, the autonomous college are mulling over the concept of allowing our students to apply and complete courses from other colleges of teacher education and add it in the ABC so that each institution may transfer them whenever it is needed. As a starting point, we have number of MoUs with neighbouring institutions and we have completed the staff exchange programme through which two of our staffs, namely Prof.Dr. Thomas Alexander and Prof. Dr. Punitha Mary of SXCE took classes at St. Ignatius College of Education, Palayamkottai; similarly, two other staffs from the previous institutions namely, Dr. Indra and Dr. Prema of SICE engaged our students for the psychology classes. It was a successful interaction and appreciated by all. This eventually

will pave the way for us to allow our students to do courses in the neighbouring institutions and accumulate credits in ABC. Since it is two-year teacher education programme, an initiative has to come from the university for its implementation among the teacher education institutions. Meanwhile, the faculties are always encouraged to discover their own methods, approaches and techniques for an effective teaching-learning process within the approved framework of NCTE through assignments and assessments. The good practice is yet to be completely implemented but we are in dialogue with other autonomous institutions through our MoUs, where by each college may offer courses online and those credits may be accumulated in the bank. On the whole, our college is very much for the ABC which will empower the students to interact with students of other colleges, earn credits in another campus and become transformed as a global citizen for the welfare of the society.

### **17.Skill development:**

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

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



self-study course. These courses enable the prospective teachers to develop the skill of reading, comprehending and presenting.

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

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

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

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

The curriculum designed by the college very much represents the importance of Indian culture and languages. The core courses on Educational Philosophy and sociology elaborately discuss the ancient culture of India connected with education system such as Vedic, Buddhist, Islamic and British. These systems ably present the nuances of relationship between teacher and students, teacher and the society and methods of content delivery. These Indian systems in a subtle manner bring out the living styles of our ancestors



particularly in the context of rural society. Thus the prospective teachers are put in touch with ancient philosophy of teaching-learning process. It is true, those old education systems brought in different aspects of human thinking and life style. Our college being an autonomous has taking every effort to introduce the element of culture and knowledge of languages in the curriculum in all the ways possible. The bilingual expression in the classroom delivery is encouraged among the faculties whenever and wherever it is desired, though English is the medium of instruction. Similarly the semester question papers are prepared and presented in English and Tamil for better understanding. Major celebrations are held in Tamil (Vernacular language) and English. The celebration of national days and festivals do reflect the culture of India irrespective of colour, creed and language. Sometimes the religious scriptures of various religions are read out in their original languages; for instance, the Quran is sung or read out in the language of Arabic. The Indian culture is depicted through cultural programmes and rural artisans.

As Tamil Nadu is a cradle of ancient civilization the archeological departments are progressing in their systematic construction of the older civilization. The information on the sites of Keezhadi and Athichanallur were expounded by various speakers on the day of national heritage. Added to it the students were taken as field trips to the places of culturally rich, historically important and aesthetically fascinating. For example the field trips to Krishnapuram temple and government museum enabled the prospective teachers to know about the culture, religious life and the life of the ancient Tamil people.

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

Our college has already incorporated an approach of outcome-based education in the curriculum. To start with, the faculty were given an input on OBE by the IQAC coordinator of SXC DR. Lourdusamy who conducted the workshop; he made us write the learning outcomes for all the courses as well as programme learning outcomes. Every course has got the Course Learning Outcome which is derived from Programme Learning Outcome. The learning outcomes of both the programme and courses were arrived at, modified and approved in the pre Board of Studies, Board of studies and Academic Council. The course learning outcomes find their foundation in the revised Bloom's taxonomy. These outcomes are well explained during the Students Induction Programme (SIP) and classroom delivery to the students. It is also expected that the faculty associates these outcomes with his/her question and evaluation in the classroom. Which means, the

expectations of the staff from the students at the level of remembering, understanding, applying, analyzing, evaluating and creating have to be synchronized with the learning outcomes. Thus the syllabus of each course will have the mapping of PLOs and CLOs. While the faculty prepares the question paper, he/she is expected to choose the question based on CLOs and indicate the same in the question itself. The internal question papers, while it is set by each professor, will have to ascertain that the questions rightly evaluate the attainment of outcomes of course learning and programme learning. The students too are often exposed to the acronyms of CLO and PLO so that it gets immersed in their minds and thinking. The controller of examinations, while scrutinizing the semester question paper will check whether the questions properly evaluate the CLOs and indicate the same in the question paper itself.

Similarly when the individual event or programme is organized, the report must indicate the PLO with which the programme is associated. Constantly, the student community is put into awareness that the programme outcome is always aimed at through various events. In the beginning of each programme or event, the principal interacts with the students, enlightening them why this programme is conducted, what do we want to achieve then, what sort of behavioural changes are expected of in cognitive, affective and psycho-motor domains so that the prospective teachers are continuously in the oriented mode in becoming aware of the outcomes. Thus, all the events of the academic year will comprehensively focus on achieving the programme learning outcomes. It is to be remembered the faculty is given a good orientation in the beginning of the academic year in these aspects. All the programme outcomes and the course learning outcomes are very much synchronized with each other and aims at modifying the thinking and the behavior pattern of the prospective teachers.

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

## **20.Distance education/online education:**

Our college established in 1950, has accumulated 72 years of experiences and existence, and created a mark of excellence in the field of teacher education. It has been consistently assessed and accredited by NAAC, starting from the grade of five stars, followed by A++, A and A+, in the past four cycles of assessments respectively. The college also obtained the status of autonomy from UGC in 2006 April and continue to enjoy the freedom autonomy upto 2028. It is

also to be noted, the college falls under the category of 12(b) and 2(f), which enables the receipt of special development schemes from UGC. Currently, we are granted to the intake of 100 students for BEd, 50 for MEd, and four research candidates each for four PhD guides. The status of autonomy helped us design new curriculum, experiment new methods and techniques, and evaluate innovatively the performances of our students. Along with normal Bed programme, we have also introduced very useful elective courses such as human rights education, environmental education, guidance and counselling, peace education, health education, gender issues, library management and value education. Added to it, we have the value-added courses including the communicative English, the language of Hindi, Creative crafts, small industry products like preparation of blue, rose milk, incense sticks etc., to put them in vocational streams.

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

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

### Extended Profile

<b>2.Student</b>		
2.1		<b>195</b>
Number of students on roll during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.2		<b>150</b>
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.3		<b>104</b>
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		<b>96</b>
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5	Number of graduating students during the year	<b>92</b>
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6		<b>99</b>
Number of students enrolled during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	

<b>4.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	62
4.2 Total number of computers on campus for academic purposes	88
<b>5.Teacher</b>	
5.1 Number of full-time teachers during the year:	18
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	20
<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, based on the National Curriculum Framework by NCTE the curriculum is prepared by our faculty members and it is presented in the Board of studies for discussion and the modified syllabus was submitted in the academic council for approval. Finally this is presented in Governing Body of the college. Later, the planning and evaluation committee prepares the year plan. IQAC also suggests new initiatives which strengthen the quality of the curriculum. The staff council further scrutinises the monthly programme in accordance with year plan.</p> <p><b>Process of Revising and reviewing Curriculum</b></p>	

Every semester the contents of the courses are reviewed through the curriculum feedback received from the students, alumni and school headmasters along with faculty members and presented in the pre-board of studies. Consequently, it is forwarded to the board of studies and eventually to the academic council for its approval. Understanding the needs of student community and expectation of stake holders, special focus is given to the addition and modifications of the content of the curriculum. For example, a new elective course on 'Disaster Management' 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>

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

**A. All of the Above**

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

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**



**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****37**

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="#">View File</a>
Any other relevant information	<a href="http://sxcen.edu.in/?page_id=2886">http://sxcen.edu.in/?page_id=2886</a>

**1.2.2 - Number of value-added courses offered during the year****05****1.2.2.1 - Number of value-added courses offered during the year****05**

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****190****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****190**

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**

**96**

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

**96**

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 and in M.Edprogramme, a course on 'Teacher Education' is offered.

#### 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 on Soft Skills and Strengthening English Language Proficiency and the elective courses on human rights and duties education, peace education, and guidance and counseling develop the competencies of understanding and managing the emotions, reflecting the social realities, the skill of guiding the students and the competence of 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

The prospective teachers must be aware of different school systems in India as well as the educational system in abroad. Hence our institution has the historical development of education systems such as Vedic, Islamic, Buddhist, Christian and British education in the the core course on philosophical foundations of education.

The functional aspects, the mode of assessment and the norms and standards of various boards of school education and the state-wise variations in the school education are comprehensively discussed in the courses on philosophical foundations of education, vision of education in India, curriculum and school and assessment of learning.

The prospective teachers are exposed to the different types of schools through teaching internship for a period of sixteen weeks and special school visits. The visit to the normal and special schools enlightens the prospective teachers with the diversities in the school system in India.

The prospective teachers are educated about the international educational scenario through debates and discussions in the core courses; this is complemented with the historical note of different schools of thinkers and philosophies through the core courses.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<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 intensive English training, college assembly in English, a course on Strengthening English Language Proficiency for three semesters, utilization of English language laboratory, daily morning English prayer and programme anchoring in English.

#### Pedagogical knowledge

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

#### Critical Social Outlook

A awareness programmes on Human Rights, consumer rights, cyber crime, De-addiction constitution of India, transgender, legal , POCSO and COTPA, webinar on 'Battling COVID 19', seminars on 'Dynamics of New Media, are organized to develop the social outlook of trainees.

## Leadership Skills

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

## Techno Savvy

The college has its classrooms well furnished with electronic gadgets, and the free access to Wi-Fi connectivity; the communications to the 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****99****2.1.1.1 - Number of students enrolled during the year****99**

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****94****2.1.2.1 - Number of students enrolled from the reserved categories during the year****94**



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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	No File Uploaded
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

#### 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 test, the learning needs such as grammar, level of understanding, and LSRW skills were identified.

#### 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 English Language Proficiency' was offered to B.Ed. students in the first, third and fourth semesters.

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

##### 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 readiness 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, preliminary teaching practice and intensive teaching practice.

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>

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Six/Five of the above</b>												
<table> <tr> <th data-bbox="86 656 552 719">File Description</th><th data-bbox="552 656 1479 719">Documents</th></tr> <tr> <td data-bbox="86 719 552 784">Data as per Data Template</td><td data-bbox="552 719 1479 784"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 784 552 925">Relevant documents highlighting the activities to address the student diversities</td><td data-bbox="552 784 1479 925"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 925 552 1025">Reports with seal and signature of Principal</td><td data-bbox="552 925 1479 1025"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1025 552 1126">Photographs with caption and date, if any</td><td data-bbox="552 1025 1479 1126"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1126 552 1193">Any other relevant information</td><td data-bbox="552 1126 1479 1193"><a href="#">View File</a></td></tr> </table>	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>	
File Description	Documents												
Data as per Data Template	<a href="#">View File</a>												
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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>												
<b>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</b>	<b>One of the above</b>												

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

7:1

### 2.2.4.1 - Number of mentors in the Institution

14

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="http://sxcen.edu.in/?page_id=2757">http://sxcen.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

186

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

**Four of the above**

File Description	Documents
Data as per Data Template	<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="http://sxcn.edu.in/?page_id=2757">http://sxcn.edu.in/?page_id=2757</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 celebrations of festivals, 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 prospective teachers are motivated to update themselves with the recent developments and the updation was revealed in the contribution towards subject club notice boards and conducting quizzes in the assembly.

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**

Five/Six of the above



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

File Description	Documents
Data as per Data Template	<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

#### College Assembly

Our College pays care in providing training on developing innovativeness, creative thinking and life skills through the preparation and showcasing of College Assembly. It is a compulsory activity which is being conducted every Monday with a theme. Every Pedagogy group gets the opportunity to showcase their talent during Assembly. An assembly contains the group singing, Readings, Vocabulary enrichment activities, Creative writing on a theme, Scripted Conversation, and Quiz Competition. The idea for every activity of an assembly is conceived, prepared and practiced by the teacher trainees under the supervision of the concerned teacher educator.

#### Preparing E-Content by Prospective teachers

The Prospective teachers are being offered Diploma Programme in Digital Pedagogy in which a course on Digi-Content in Teaching-Learning deals with the ideas of preparing E-content through theoretical and practical inputs. The Teacher Educator guides every trainee to write script for E-content by which the innovative and creative thinking of the students are drawn out. The Right Centre for E-Content Creation provides facility for the preparation of E-content with Video recording and Editing. The E-content developed by the prospective teachers are uploaded in the College YouTube Channel

through which they get the confidence to be a future teacher.

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**

Eight /Nine of the above

<b>learning situations Exposure to Braille /Indian languages /Community engagement</b>	
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>
<b>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</b>	<b>All of the above</b>
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>
<b>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</b>	<b>All of the above</b>

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 Kilometers 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**

**91**

File Description	Documents
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**

**Seven/Eight of the above**

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

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

18

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

8

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

143

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.

Further, the research expertise is shared among the faculty members of other colleges through various seminars, workshops and subject club activities.

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 15marks. 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, and 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**

**Four of the above**

**marks before the term end examination**  
**Timely feedback on individual/group**  
**performance Provision of improvement**  
**opportunities Access to tutorial/remedial**  
**support Provision of answering bilingually**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<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**

87



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

**2.8.1 - Online student satisfaction survey regarding teaching learning process**

[http://sxcen.edu.in/?page\\_id=3980](http://sxcen.edu.in/?page_id=3980)

**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

File Description	Documents
Data as per Data Template	<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**

**Two 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**

Three 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**

13

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

12

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

10

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

186

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

186

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

186

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 prospective teachers about social issues is an important aspect of teacher education as it helps them understand and respond to the diverse needs of future students, thereby contributing to the development of their communities. In order to sensitize future teachers about social issues, the college has adopted a number of strategies such as: Mother Theresa Evening Study Centre [MOTESC], Visit to ARCH, Social Projects, Joy of giving, Human Chain, Awareness Rally, Painting Exhibition, and Community Service Camp every year. By providing evening classes for poor students through MOTESC, prospective teachers contribute their share for the growth and development of the local community. By joy of giving, the prospective teachers became generous and compassionate persons, and they made a positive impact on the community and find true happiness and fulfillment in their own lives. Social projects developed a deeper understanding of the social problems that affect the communities the prospective teachers live. By working on these projects, they develop empathy, critical thinking, and they had a civic engagement. By visiting the elderly people in ARCH, they become sensitized on the reality of elderly people in the society.

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**

2

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

1

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

1

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

11

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

Five/Six of the above

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

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

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

#### Classrooms

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

#### Laboratories

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

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

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



Badminton, Throw ball, Football and Relay Ground.

#### Equipment

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

#### Computing facilities

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

#### Library

Library accommodates 250 readers in two floors with more than 23,000 books.

#### Seminar, Conference and Multipurpose Hall

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

File Description	Documents
List of physical facilities available for teaching learning	<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="http://sxcen.edu.in/?page_id=3422">http://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)****17.70707**

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

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

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

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

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

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

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

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

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

through this OPAC.

File Description	Documents
Landing page of the remote access webpage	<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)**

0.18

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**

416

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="http://sxcen.edu.in/?page_id=4435">http://sxcen.edu.in/?page_id=4435</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**

**Two 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**

**To maintain and update students' information,the college student's**

administration software was installed in 2014-15.

#### Web-space

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

#### Website

The college website was renewed on 26th August, 2015. The college had website namely [www.stxaviersbedcollege.org](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 has free Wi-Fi from November, 2016. Two high speed Wi-Fi devices were upgraded on 3rd August 2018. Indian Fire Wall for Net Least Line works made on 18th November 2017, Micro SD card for Handicam updated on 06.09.2018. The three internet connections speed was increased upto 40 Mbps on 21.08.2020. The speed is increased to 300 Mbps from 19.04.2021 catering the need of students.

#### Video Conferencing

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

#### G-suite Education

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

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

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

**200:88**

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=44s">https://www.youtube.com/watch?v=i63N0x2xRNc&amp;t=44s</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://www.youtube.com/@sxcebed/about">https://www.youtube.com/@sxcebed/about</a>
Any other relevant information	<b>No File Uploaded</b>

#### **4.4 - Maintenance of Campus and Infrastructure**

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

**10.50595**

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 the complete responsibility of stakeholders.

#### Classrooms

1. All the classrooms contain LCD projectors, computers, audio system, white board, LCD screen and steel almirahs along with the desks and benches. They are to be safely maintained by faculty, students and subject leaders.
2. The subject leaders are responsible for switching off lights, fans and electronic gadgets after the class.

#### Laboratories

1. The trainees should record their entry/exit and maintain silence in the lab.
2. If the trainees cause any damage to any equipment they will be fined adhering strictly to the instructions given by the teacher educators.
3. They must ensure shutting down of the system and locking of the equipment before leaving the lab.

#### Library

1. The library users are supposed to sign the Gate Register before entering the library and must wear ID CARD inside the library.
2. Strict silence is observed and Use of mobile-phones is also not allowed.



**Sports Complex**

1. The maintenance of articles of games & sports and playground are undertaken by the Director of Physical Education.
2. A register is maintained to account for the stock and the use of articles.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://sxcen.edu.in/?page_id=3431">http://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**

**All of 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>

<b>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</b>	<b>Nine or more of the above</b>												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>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</b>	<b>A. All of the above</b>												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template for the applicable options</td><td><a href="#">View File</a></td></tr> <tr> <td>Institutional guidelines for students' grievance redressal</td><td><a href="#">View File</a></td></tr> <tr> <td>Composition of the student grievance redressal committee including sexual harassment and ragging</td><td><a href="#">View File</a></td></tr> <tr> <td>Samples of grievance submitted offline</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td><a href="#">View File</a></td></tr> </tbody> </table>	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>	
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Samples of grievance submitted offline	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>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</b>	<b>Three of the above</b>												

**student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

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
<b>28</b>	<b>92</b>

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).

**14**

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)

6

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

The student council is the elected body that serves as a bridge between the students and the administration. It actively participates and gives its best to the smooth running of the institution. The student council is consulted, and their opinions are taken into consideration in planning the college events. Student council actively participates in celebrating all the festivals. Celebrating the festivals like Deepavali, Pongal and Christmas are taken up by the student council. They select the students from those who volunteer to stage performances and plan and organize the events systematically. Student council conducts college assembly. The college celebrates intra mural cultural competitions every year, and the student council organizes it. Sports Day is celebrated every year, and various sports events are organized. Student council plays an active role in organizing the event. Thus the student council plays a proactive role in the smooth functioning of the event.

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

7

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

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

**Contribution 1:Contribution through College Committees**

**The management of the college through its decentralized administrative process invites representatives from the association. In the governing body, academic council, board of studies, finance committee and IQAC, the alumni members express their ideas and suggestions towards the development of quality curriculum. Through the platform of IQAC, the members review the whole formation of**

prospective teachers and suggest quality student-centred programmes. In the board of studies and academic council, the alumni members suggest new topics and new courses.

#### Contribution 2:Scholarship

Alumni Association contributed a scholarship amount of rupees Twenty Thousand (Rs. 20,000/-) to deserving poor students. Our college gives priority to students from rural areas, from the first generation of learners, and from socially and economically deprived students in the admission policy. To help these students continue their studies, the mentoring staff proposes the students who deserve financial assistance to the alumni association office bearers. In consultation with the Principal, students were selected for the alumni-sponsored scholarship. In this academic year, eight students were helped at the rate of Rs.2,500/- per candidate.

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

8

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 provides support to our students to develop the unique talents of the students. Student welfare activities are discussed in the executive meeting of the association when it is placed on the agenda and decisions are arrived at favouring the welfare of the students. Alumni Association celebrates the Teachers Day Function in our college in a grand manner every year. Teachers with excellent achievement records are honoured by the Alumni Association on Teachers' Day, and it serves as an inspiration for prospective teachers to serve the people with commitment and dedication. A quiz competition is conducted for the students by the alumni association, and winners are given prizes instantly, apart from the overall prize. It motivates the students to read newspapers and books of general knowledge to keep their knowledge updated, which would greatly help them face the general knowledge questions

in the employment recruitment examinations. Alumni Association gives scholarships for the first year and second year B.Ed. students every year based on merit and need, and this motivates them to do their studies better.

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 favourable climate which will ensure holistic development of future teachers, excelling in higher levels of competency, dedication and compassion.

#### Nature of governance

In order to meet the needs of students, teachers, non-teaching staffs a multi layered, committees and cells are formed and they function effectively for the development of teachers and enhance skill development of the prospective teachers to become agents who will promote a just humane society. On the whole, the management system operates under a participatory, democratic and collaborative approach.

#### Perspective plans

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



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

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

File Description	Documents
Vision and Mission statements of the institution	<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

At our college, there are six primary pillars namely academic, research, library, extension, human resources and alumni. These pillars are structured by various officials, including Dean of Academics, Controller of Examinations, IQAC Coordinator, Vice-Principal, Director for Research, Library Director, Secretary and alumni director. However, all these officials are coordinated by the Principal, who leads and directs them in alignment with the institution's vision and mission.

### Participative Management

Participative management is demonstrated through the formation of committees at our organization. Members of these committees are selected from diverse section of the organisation, allowing for collaborative thinking discussion and decision making. For example, the statutory - academic bodies like governing body, board of studies, academic council, IQAC and library have representations from university, experts, alumni, staff and non-teaching staff. Similarly

statutory- management body such as planning and evaluation committee, college development council, Appeals and Grievances redressal cell and Academic and Administrative Audit committee have representations of UGC, TNTEU, Government, management, faculty and alumni. In all of the committees that operate within our college, a diverse range of voices are represented, including non-teaching staff, students, parents, experts and government nominees. Therefore the college very much practices a decentralized and participative management

File Description	Documents
Relevant documents to indicate decentralization and participative management	<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

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

#### Academic transparency

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

#### Administrative transparency

At our college, information related to academic and extension

services is shared through various channels, including notice boards, websites, email 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 tutors.

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 give training on ICT skills and use of modern technology and language lab.

### Training in ICT skills

To develop the ICT skills among the learners, the core courses on 'Innovations in Education' in the B.Ed Programme and 'Educational Technology', 'ICT and Information System' for M.Ed Programme are offered in our college. It was implemented from 2015-2016 onwards. In these courses, the students are assigned practicum which develops their ICT skills.

### Diploma in Digital Pedagogy

In order to satisfy the needs of the Gen Z learners, the teachers must be skilled in technology and hence our college introduced a Diploma Programme on 'Digital Pedagogy' from this academic year. It consists of three core courses namely "Basics of Computer Systems, ICT Integrated Pedagogy, Digital Content in Teaching and Learning and a Project Work." The certificates are issued by our college. Every student must prepare an e-content and it is evaluated and uploaded in the Youtube channel of our college.

### Use of Digital Language Lab

The students are motivated to make use of the digital language laboratory which would develop their LSRW skills among them. The

time schedule for usage of lab was displayed in the notice board.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://sxcen.edu.in/?page_id=539">https://sxcen.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.

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

#### Statutory Bodies

The Governing Body serves as the decision making body responsible for approving curriculum and directs the Principal with regard to curricular and co-curricular activities. Academic Council approves the curriculum suggested by the board of studies. Board of studies genuinely assesses the need for changes in the curriculum. The Finance committee is tasked with determining how to allocate fund to various college activities from the Government funding sources. The IQAC is responsible for quality benchmarks, designing evaluation criteria and establishing mechanisms for monitoring and reviewing the effectiveness of the quality assurance policies in the institution.

#### Non-Statutory Bodies

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

File Description	Documents
Link to organogram on the institutional website	<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.**

The college has number of committees; they are either connected with academic, research, extension activities, cocurricular and students' welfare. All these committees after discussion bring out their resolutions to be implemented in future. The resolutions are carefully taken up for considerations and a suitable day and time is allotted for execution. For example, the women cell consists of faculty, administrative staff and representatives of women students; this body looks after needs and grievances of women students. After due deliberations, it passes the resolutions, to be considered by the management and college. Among many resolutions implemented by women cell, one of them is a dental camp, held on 16th Feb 2022, specifically expressed by girl students. Accordingly, The Keerthi Dental Clinic and Root Canal Centre was approached for a screening cum treatment camp and they obliged immediately. The director of the

clinic Dr. K. Meenakshi Sundaram, a conservative dental surgeon and endodontic presented a brief talk on 'Oral care and its importance', followed by diagnose and screening of the 100 first year students for the dental deficiencies. It took almost six hours to complete the process. The students appreciated the management for organizing such a wonderful programme.

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

#### Academic facilities

1. Registration fees to attend seminars, workshops and conferences 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.

#### 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

**Finance facilities**

1. Loan facilities
2. Medical allowances to non-teaching staff.
3. Staff tour
4. Financial assistance to take care of the medical expenses of the family members

**Medical facilities**

1. Maternity leave for management women staffs with three months of salary.
2. Medical leave.
3. First Aid Kit.

**Emotional Assistance**

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<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**

0

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.**

4

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**

15



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**

At the end of each semester, our college conducts a performance appraisal system for teaching staff through a joint effort between the Internal Quality Assurance Cell and the college management. 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 statistically analysed and findings are reported to the secretary who in turn enlightens the staffs individually with appreciation and suggestions for improvement.

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

The secretary of our college conducts the performance appraisal of non-teaching staff by gathering information from both teaching staff and students through oral feedback. After collating and critically analysing the gathered information, the secretary communicates the performance evaluation of each non- teaching staff member in writing to them.

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 session. In summary, the college maintains a regular system of both oral and written feedback mechanism.

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. Our college operates under the administration of the Society of St. Francis Xavier, which has a campus finance officer responsible for overseeing the financial management of three institutions, including our college.
2. The financial audits of our college are conducted annually and quarterly by an institutional auditor 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 every year.

### The External Audit

The accounts of our college are subjected to an annual external audit by the auditor from the Regional Directorate of Collegiate Education and the AG Auditor. However, this audit only takes place once every two years, so it does not apply to the current academic year and there are no objection.

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)

11.77

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.

#### Mobilization of Funds

##### Government sources

Our college is a minority cum aided institution, which entitles us to receive grant-in-aid towards the salary of half of our faculty. Additionally, our students are eligible for various scholarships from the central and state governments, in accordance with their respective educational support schemes.

##### College fees

The college generates a significant amount of revenue through the

collection of student fees and examination fees. The fees collected are deposited in the bank, and the interest earned on these deposits is utilized to support the various programs offered by the college.

#### Alumni

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

#### Society of Francis Xavier

The Jesuit Educational Support is a prominent scholarship programme offered by our society to students who have been identified by the faculty and screened by the scholarship committee.

#### Optimal Utilization

The college endeavours to reduce costs for the listed programs and maintenance works in order to save money from the college fees. Additionally, we make efforts to collect donations from alumni/ae and well-wishers. As a result, the efficient allocation of funds is the responsibility of the college secretary and the campus finance officer.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<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.**

#### Academic and Administrative Audit

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

### Feedback from students

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

### Feedback from internship schools and alumni

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

### Feedback from the staff

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

### IQAC Meetings

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

### IQAC Newsletter

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

### Faculty Development Programme

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<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.

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

#### Life Oriented Education

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<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 follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://sxcen.edu.in/?page_id=2361">http://sxcen.edu.in/?page_id=2361</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://sxcen.edu.in/wp-content/uploads/AQAR-Report-2020-2021.pdf">http://sxcen.edu.in/wp-content/uploads/AQAR-Report-2020-2021.pdf</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.

#### Strengthening English Language Proficiency

LSRW in English is the basic qualification for any teaching professional. Being aware of the above, we began with intensive English Training. This was followed by a two day workshop on English Language Training through which the 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. On the request of our students and fulfilling the requirements of job, the above course was extended for the three semesters.

#### Digital Pedagogy

Technology can be a powerful tool in the process of teaching-learning, and the teachers who are comfortable with technology can use it to create the interactive lessons that help students learn more effectively. Earlier information's about modern technologies were delivered to the student along with the prescribed B.Ed programme but finding the importance of the use of technology a new diploma programme on 'Digital Pedagogy' was introduced to equip the students in the field of technology, as it is a very essential tool for teachers nowadays to handle the budding students in classrooms.

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

SXCE 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

#### Streamlining ways of Energy Conservation

The College infrastructure is well planned to provide adequate lighting and ventilation, facilitating minimal use of electrical gadgets. The staff and students are advised to turn off the switches of electrical appliances, whenever not in use. They are encouraged to hold group discussion either in the verandah or under the shades of trees. Our college has regular maintenance for UPS, Printers and Photocopier helps reduce unwanted wastage of energy. The National Energy Conservation Day is celebrated every year on 14th December in order to raise awareness about energy efficiency and its conservation.

#### 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 with capacity of 40KVA & 45KVA. 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

- Constant reminders to the prospective teachers to throw the

papers and wrappers in the dust bins, and use water sparingly.

- Red and green coloured waste bins are placed in the campus to collect dry and wet waste, respectively.
- Regular instruction to the sweepers to separate degradable waste and non-degradable waste and to put them into bigger pits.

#### 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. The dry bio-degradable waste is fed into the vermin-compost pit.

#### Liquid Waste Management

Waste water from the toilets is drained out to the municipal drainage system thereby avoiding stagnation of water inside the campus. The waste water from hostel and wash basin is used for watering our plants and trees. 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. It is repaired by replacing the worn out parts or disposing them to 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**

By enforcing the Prime Minister's "Swachh Bharat Mission", our College is committed in maintaining a clean college. 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. Quotes related to cleanliness are displayed in the notice board.

#### **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 for the disposal of the used napkins. Toilets are cleaned twice a day. The floor is mopped and the cob-webs are removed regularly to maintain cleanliness.

#### Green Cover

A lawn is maintained in the entrance of the college. 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 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)****0.56**

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**

The activities such as visit local resources such as science centre, special schools, Government museum and Saranallyam will strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career.

**Leveraging the Local Environment**

The district is composed of majority of villages completely depending on agriculture, fishing and small scale industries. 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.

Realizing the responsibility of sensitizing the community to face its challenges, the College organized various community extension programmes for their welfare.

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

**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<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:** Visit to special schools

**Objectives:** To enhance the awareness and support to the special children.

**Context:** As the Government is insisting on Inclusive Education, our college arranged for special school visits to our students, so that they could know the teaching methodology followed for them.

**The practice:** B.Ed. students visit special schools for Visually Impaired, Deaf and Mentally Retarded. They observe their methods of teaching and help the students in doing their work.

**Evidence of Success:** They understand special students, which is very helpful for them during their internship.

**Problems encountered and resources required:** The students are unable to repeat the methodology followed in special schools.

### Best Practice 2

**Title of the Practice:** Digital Pedagogy

**Objectives :** Prepare students to teach in real and virtual classrooms.

**The Context:** Digital Pedagogy develops an attitude towards digital skills and an aptitude with digital technologies.

**The Practice:** A Diploma Programme on Digital Pedagogy was introduced in which opportunities are given to practice teaching using digital technologies

**Evidence of Success:** Assignment, PowerPoint and e-content are prepared effectively

**Problems Encountered and Resources Required:** Some students are not able to buy computers on their own.

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

To keep pace with competitive world, our institution has to strive hard to achieve excellence in different fields over the years. With this view, our college has its own vision statement; accordingly, we always try to function uniquely from other institutions. We emphasize active engagement in learning, conducting extension activities and awareness programmes among the prospective teachers.

**Institutional Distinctiveness:** Linking and responding to the social needs

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

**Priority:** Undertaking more number of regular extension activities and awareness programmes.

**Thrust:** The integral development of the prospective teachers.

**Performance of our college:**

Our college gives preference to formation of prospective teachers to mingle with society by conducting the following programmes:

Mother Teresa Evening Study Centre, Visit to home for aged, social project, Field visit, Visit to Special Schools, Rally on Blood Donation, Swachh Campus, Educational Tour, Human Rights Day, Energy Conservation Day, Food Adulteration, Constitution Day, De-addiction, Transgender Awareness, Awareness on POCSO Act and Gender Equality, Legal Awareness, Health & COTPA, Free Medical Camp, Siddha Medical Camp and Dental Screening Camp.



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>