# SELF STUDY REPORT

## FOR

## 4ᵗʰ CYCLE OF ACCREDITATION

## ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

ST. JOHNS COLLEGE ROAD
627002
sxcedn.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2021**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**St. Xavier's College of Education**, situated in Palyamkottai, Tirunelveli District, Tamil Nadu is one of the three educational institutions owned by the Society of St. Francis Xavier, a body registered under the Societies Registration Act, (S.No.3 of 1920-21) is administered by the members of the Society of Jesus. Started in 1950 as St. Xavier's Teachers' Training College with Rev. Fr. Bonhoure, S.J. as its first Principal;in 1971, the name of the college was changed as 'St. Xavier's College of Education'.The motto of our college is 'Veritate Lumen et Vita' (Light and Life through Truth).

The College campus, located within urban limits and having a sprawling area of 3.72 acres, accommodates the college of education and the hostel for students. The college with its beautiful arch and a well maintained garden with a statue of the Sacred Heart of Jesus at the entrance, create a serene atmosphere for learning. There are well-furnished high-tech class rooms, well-equipped laboratories, spacious administrative buildings, automated general and research libraries, well-established computer centre with internet connection and Wi-Fi facilities, vehicle parking sheds etc. Our campus is an eco - friendly.

**Affiliation, Accreditation and Autonomy**

While the college had been affiliated to University of Madras in 1950, later in 1966 it became affiliated to the Madurai Kamaraj University, Madurai. Again in 1990, the college was affiliated to Manonmanium Sundaranar University, Tirunelveli and currently affiliated to Tamil Nadu Teachers Education University, Chennai from 2008 onwards.

The institution has gone through **three cycles** of assessment and accreditation by NAAC, the first accredited with **'Five Stars'**, the second at **'A+'**and the third at **'A'** grade with **CGPA of 3.67**; presently awaiting the fourth cycle of assessment. Our college was also conferred the **status of autonomy in 2006** followed by the first **extension ofautonomy in 2013** and the third **extension in 2018** which is valid **till 2028.** To ensure the quality, three cycles of AAA process has been completed.

**Vision**

**Vision for a New Society**

St. Xavier's College of Education envisages a new society based on brotherhood, social justice and dignity of the downtrodden, which would be possible on earth only by future citizens of India. This inturn presupposes the presence of potential and committed teachers, who would form and mould the little ones of our country. Thus, the vision of our college is expressed in the following way:

**Core Values**

- Promoting the culture of questioning, analysing and learning.
- Sensitizing the teacher and students towards social realities.
- Empowering the students and staff with creative mind and professional skills.
- Balanced development of affective and cognitive domains.
- Developing the spirit of international brotherhood and a sense of commitment to the nation

**Special features**

The college has a recognized research centre namely Fr. Bonhoure PG and Research Department of Education with four approved guides; it has produced so far **122  Ph.D.** holders. The areas of the research run across to primary, secondary, higher education and teacher education and deals with the domains of psychology, teaching- learning, evaluation, soft skills and technology. The Centre also publishes a **UGC-CAREapproved quarterly journal entitled 'Research and Reflections on Education (RRE)** and an annual journal of **'Xavier Journal of Research Abstract'.**

In terms of learning resources, the college has got two libraries, one for the general teacher education students and the other for research scholars. The general library is accommodated in a new building having an area of 552.92 sq.mt in two floors. It contains  'Xavier Informatics centre' with 12 systems and 1,300 books in the book banks.   Another special feature is the **remote OPAC** system with the help of **'Koha' software,** where the students will be able to access the books.

**Mission**

**Our Mission towards Prospective Teachers and Prospective Teacher Educators**

- To impart a sound formation in all dimensions such as academic, social, physical, emotional and religious.
- To equip them with thorough theoretical input and provide them practical training so that the teaching-learning process becomes effective.
- To train them in ICT based methodology and effective communication.
- To help them in developing their potentials, soft skills, self - image and self-confidence.
- To impart the values of brotherhood, social justice and dignity of labour and make them the agents of

social change.

- To make them acquire and imbibe the values of leadership quality through various campus activities.

**Our Strategies**

- Preference for dalit and rural poor students in the admission.
- Intensive Teaching Practice and Experimentation of New Methods and Techniques.
- Training on ICT skills and Use of Modern Technology and Language Lab.
- Special coaching in Communicative English.
- Professional and Life orientation programmes through extension lectures, co-curricular Activities, celebration of national festivals and social exposure programme.

**Type of the Institution**

St. Xavier's College of Education (Autonomous) is basically a Christian Minority Aided institution, catering to men and women of the society irrespective of caste, creed and colour. The college currently offers two year B.Ed., and M.Ed., programmes, M.Phil (Education) programme on full-time and part-time basis and Ph.D., (Education) in both full-time and part-time mode.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. Autonomous status and hence the freedom to design the curriculum.
2. Age-old college and hence the positive opinion and respect along with expectation from the public. (Name & Fame of the college).
3. Past achievements and steady growth and development of the institution.
4. Rich tradition and Humanistic Jesuit management.
5. Qualified, dedicated and potential faculty and administration.
6. Understanding and supportive stakeholders.
7. Active and collaborative Alumni Association.
8. Well-maintained and sufficient infrastructure.
9. Smart classrooms and adequate learning Resource centers.
10. Conducive organizational climate.
11. Decentralized administrative structures including Vice-principal, Dean, Controller of Examinations, Research Director and coordinators for various cells.
12. Open, vibrating and disciplined students.
13. Continual support from UGC/NCTE/NAAC & TNTEU.
14. Supportive neighboring educational institutions and NGOs.
15. Availability of modern ICT facilities for teaching-learning.
16. Resourceful general library and research library with Wi-Fi & Koha software.
17. The status of having produced 122 Ph.D's in education.
18. Establishment Learning Research Centre.
19. UGC-approved 2(F) + 12(B).
20. UGC-CARE approved journal.
21. Rich experiences in organizing many. academic programmes/Seminars Refresher Programmes.
22. Close rapport with local rural people.

23. Regular Interactions with various University Academics.
24. MoU with Colleges of Education at local and National levels.
25. Regular evaluation and feedback by AAA, AQAR, Students survey and Alumni.
26. Staff & Students switching over to online mode of teaching during pandemic.

27. Availability of local speakers for various college programmes.

## Institutional Weakness

1. Less enthusiasm among staff to apply for research projects
2. Students from economically poor background and hence financial viability for institutional improvement are blocked.
3. Government's apathy in the approval of new appointments.
4. Less pioneering spirit among the faculty.
5. Influence of Self Financed colleges of Education.
6. Advanced Courses not possible due to many slow learners.
7. Several efforts to empower girls produce less result.

8. Two year of B.Ed. is a stress on learner and internship.

## Institutional Opportunity

1. More scope for collaboration with other institutions.
2. More avenues for innovative online teaching-learning process.
3. Availability of e-gadgets for effective academic interaction.
4. Space and infrastructure available for integrated B.Ed. and Primary Teacher Education programmes.
5. Easy access with rural areas special schools.
6. Lot of scope for outreach programmes.

7. Scope for centrally Recognized Research Centre.

## Institutional Challenge

1. Non-cooperation of neighboring schools for school internships.
2. Delayed Government's counselling.
3. Lack of financial resources.
4. Tamil medium students finding academically difficult to cope with English medium instructions.
5. Students from poor economical & social background.
6. Introduction of NEP and 4 year integrated B.Ed. Programme.

7. Affiliating University situated at Chennai and hence not easily accessible.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

Being an autonomous body, the college possesses the freedom to design the curriculum of B.Ed., M.Ed. and M.Phil Programmes, based on NCTE Curriculum Framework 2014, Guidelines of the parent university –Tamil Nadu Teachers University and the local needs of the society. One of the roles of IQAC is to maintain the quality of the curriculum by receiving the feedback from stake holders.Therefore in the process of preparing the curriculum, the members of staff council, board of studies, academic council, alumni and the students are involved. Thus the curriculum is updated and enriched every semester through board of studies and academic council and finally approved by the governing body. The curriculum includes nine courses on perspectives in education, twenty seven on pedagogy, ten on social and environmental sensitivity, eight on teacher enrichment - skill development, self – development, value-added and self-study,and practical including micro, macro and internship along with extension social activities. The planning and evaluation committee keeps in mind the diversity of the students, culture and professional expectations, and presents the annual activities in the staff council and later added in the college academic calendar so that the prospective teachers are academically potential, socially oriented, technically equipped and personally matured. The constant and continuous assessment and mentoringboth inside and outside the classrooms through formative and summative evaluation by the faculties ensure the integral formation of the prospective teachers and the learning outcomes of the programme.

## Teaching-learning and Evaluation

When students enter the campus of teacher education, they go through an academic test to check proficiency and deficiencies of  students in the aspects of LSRW in English.  Accordingly, programmes in English including intensive grammar classes and other activity oriented classes are conducted to strengthen the skills of LSRW. Similarly another test in teaching aptitude, checking the readiness and understanding of teaching profession is conducted. Mostly it reflects the mindset of the learners about teaching profession, value perception and world outlook. Based on the findings, more attention is paid on the characteristics of a good teacher, introduction of new methodologies, acquisition of new teaching skills and socialization process with the students. Depending upon the nature of the courses, various methodologies such as participative, demonstration, group discussion, debate are followed.

To mould the trainees in professional attributes of a teacher, the teacher educators accompany the trainees as a mentor. To be resourceful teacher educators, they go through a continuous updation of current knowledge and trends. The faculty also project themselves as role models through their thoughts, communication and behaviour. The well planned teaching-learning process develop creativity, thinking skills, soft skills and life skills among the trainees. The sixteen week school internship programme, monitored by institution and school administration provides ample opportunities for trainees to understand the service condition, expectation and challenges of the schools; here the role of the school Principals, senior teachers, teacher educators and peers is vital in shaping the aspirations and attitudes of the trainees. While the continuous internal assessment by the faculty is effectively done with proper planning and approval by the examination committee and staff council, the examination grievance  redressal cell on the other hand resolves the grievances of the students when they are represented. Finally utmost care is undertaken in aligning the PLOs and CLOs with the teaching-learning and internal evaluation process. The outcomes of the courses are visible in the thought and behaviour pattern of the trainees. That is, a close nexus is maintained between the activities of the college and the objectives of the programme.

**Infrastructure and Learning Resources**

St. Xavier's College of Education is in possession of adequate facilities for teaching-learning, research activities, co-curricular and extension programmes. The physical facilities as per the expectations of NCTE such as ten classrooms, six laboratories, twelve learning resource centres, physical fitness centre, two libraries are available. The six laboratories including physical science, bio-science, psychology, ICT, Educational Technology and Language very much remain supportive to the development of prospective teachers. They create inquisitive minds, make the students exploratory and develop scientific temperament. The twelve learning resource centres on the other hand becomes the store house for teaching-learning materials. The teaching-learning materials and arts and crafts prepared by the trainees are displayed in those rooms; they are used in the classrooms whenever it is required.

The ten classrooms are fitted with LCD projectors, audio system, white boards, four interactive white boards and a documentary reader/ digital visualizer.

The college has got the general library which is filled with over 22,800 books, 36 national journals and equipped with ROVAN Library management system which facilitates easy circulation of books and better administration of the library. We have also Koha library management system providing web based OPAC cum remote access to the library catalogue system and e-books.

The research library, situated in Fr. Bonhoure Research centre serves the budding resource scholars with the collection of 51 Dissertation Abstract International, 397 M.Phil., thesis, 122 Ph.d., theses and 691 research books along with three computer systems. In order to satisfy the present demands of the new generation teacher trainees, free wi-fi is made available in the campus and 102 computers for teaching-learning process. Individual user id has been created for all the students in the ICT lab. The newly constructed e-content development centre offers a wider opportunity to the students and the teacher educators for the creative construction of relevant and innovative e-content materials.

**Student Support and Progression**

The major stake holder is the student community which needs to be mentored, monitored and supported; therefore a conscious and continuous planning and execution of student oriented schemes must be devised so that the progression of the student community is ensured. It requires the focus on counseling, placement, life skills development, technology orientation and life accompaniment. As we live in a rapidly growing techno-centred world, the student community has to be moulded at pace with modern development. Therefore to protect and guide the youth, personal counseling is offered in our college along with recognition and cultivation of innate potentials through co-curricular activities. Regular competitions and social extension programmes pave the way for complete socialization process of the students. The existence of the students' council unlocks the opportunities for leadership qualities, emotional maturity and social integration. Another feature that helps the student community is the special attention paid for the communicative English. During the academic year, while the students grow in knowledge and wisdom, if they experience any uncomfortable situations in any aspect of academic programme, they are free to express and get the grievances redressed. Similarly at the end of the academic session, the students are facilitated to choose their future employment through campus interview organized by placement cell. Finally the organization that bridges the gap among the old students is the alumni

association; this association is well guided by the director and made effectively function with the team of president, secretary, treasures and executive council members. This association stimulates the members to go beyond the local barriers and share what they have with the poor. It is noteworthy, that 11 alumni/ae have been awarded the 'State Best Teacher Award'. The college fondly remembers the contribution of alumni/ae through various academic bodies and programmes. Needless to say, the activities of the alumni association extends to all the directions of this earth to unite the alumni/ae so that these old students continue to hold the banner of St. Xavier's in their lives.

## Governance, Leadership and Management

The hallmark of St. Xavier's College of Education which is remarked by every stakeholder is the conducive and homely atmosphere that prevails in the campus. In other words, in the process of moulding the prospective teachers, the management ensures an effective leadership, duly supported by the elements of participatory approach, humanism and generous contribution towards the integral formation of students. Heading the board of management as the Chairman, the provincial with the help of the Rector as Vice-Chairman provides overall directions to the institution whereas the Rector as Vice-chairman at the local level monitors and guides the functioning of the college through Secretary who takes care of recruitment and infrastructure, and Principal dealing with academic activities of the college.To meet the needs of students and staff, various committees including academic, co-curricular, students welfare, research, extension and college development are maintained under the vision of decentralized and participatory management. The opinions and voices of various sections from students to non-teaching to faculty get reflected in various committees and thus collective decision is made.

In terms of transparency in academic performance, the statutory bodies such as board of studies, academic council and governing body extend their roles robustly whereas the administrative transparency is wonderfully exhibited through the functioning of IQAC, planning and evaluation, grievance redressal, students' welfare and placement committees. The college being a Christian minority aided institution, adheres to the guidelines of UGC. During the academic year, the management offers orientation as well as development programmes to both teaching and non-teaching staff and rightly the management undertakes the performance appraisal for the staff by the stakeholders. The institution travels through the internal and external audit every year in the aspect of finance and academic performance. Meanwhile the management makes every effort to mobilize funds for the effective running of the college, at the same time, provides scholarship with the deserving students. The overall quality of the institution is monitored and guided by the IQAC which acts like a catalyst. The institution reviews its teaching-learning process periodically through IQAC which collects feedback from students, staff, alumni, employers and other stakeholders.

## Institutional Values and Best Practices

The college is committed to the promise of environmental protection, energy conservation and optimum use of alternate energy; this will ensure an environmentally clean and healthy campus. Accordingly, the college considers as its prime duty to have proper energy policy including tapping the alternative sources of energy such as solar energy. While every effort is taken with regard to management of solid, liquid and e-waste, periodical instructions are given to the students to realize the policy "Less waste, more cleanliness and more cleanliness better health". The college initiates the students in the projects of vermi-compost, rain water

harvesting and plastic free campus and promotes green cover, aesthetically and purposefully with the maintenance of trees, shrubs and medicinal plants. It is worth mentioning that the students are familiarized with community resources, practices and customs through field visits and extension lectures.

On the whole there are two best practices in the campus, one is the project of Mother Teresa Evening Study Centre(MOTESC) through which the prospective teachers attend to the academic needs of children of economically and socially weaker sections, lodged in the orphanages in Palayamkottai. This project helps the trainees to understand the various types of learners. It should be acknowledged that the trainees encounter a new platform to experiment different teaching pedagogies to the backward and medium learners.

The second best practice is the activity of social project, through which the trainees are thrown into the realities of the society, forcing them to understand and perceive the different social issues and its impacts on the people. The problems and issues which are very much prevalent in the society are considered and studied through a survey method; though sometimes the public don't cooperate, the trainees manage to collect the data and analyse it. The findings are shared with the public in the form of a book. Thus through this project an attitude and aptitude for research at the UG level is created. There are other distinctive features such as preference for rural poor and dalits and their formation, making them techno-savvy and creating them as social engineers for a brighter future.

## Research and Outreach Activities

The research department was started in 1992 and today it has the credit of having produced 122 doctors in education (social engineers). As per the direction of TNTEU, four scholars per research supervisor may be admitted. The admitted research scholars adhere to the rules and regulations of parent university TNTEU. The management recently provided financial assistance for minor project on 'Impact of COVID-19 on Prospective Teachers'. One of the faculty members received financial assistance two years back from the central university on classroom pedagody. No doubt that the management has created a comfortable eco-system thereby the freedom is given to the faculty for innovation, creative expression and relevant research. Further financial incentives are provided to the faculty if a person publishes a research paper/article in any recognized journal as a single author; similarly if a person presents a paper in the national or international conferences, a financial support to meet the expenses of conference registration and travel is extended. One of our faculties attended an international conference in Sri Lanka with the financial assistance of UGC. It is to be proudly added that our college is publishing a UGC-CARE - approved quarterly journal entitled ' Research and Reflections on Education'. A separate library for research scholars is well maintained by the director of the research centre.

As part of the requirements of B.Ed. Programme the trainees experience a three day stay in the villages, one day social project collecting data through questionnaire from the public and a cross-cultural educational tour from varying from four to seven days. To have a critical outlook and make a concrete contribution to the society, the trainees are exposed to social rallies, medical camps, and human chain organisation. In continuation of their pedagogy training, the trainees are expected to assist the children of neighbouring orphanages and hostels in the evening. This practice opens the way for experimentation and learning. The students also visit the home for the aged and the homes for the special children, to whom the trainees contribute their might through the scheme of 'Joy of Giving'- one rupee a day scheme.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS) |
| Address | St. Johns College Road |
| City | Palayamkottai |
| State | Tamil Nadu |
| Pin | 627002 |
| Website | sxcedn.edu.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | D. Thomas Alexander | 0462-2577630 | 9443554775 | 0462-2577631 | sxceiqac@gmail.com |
| IQAC / CIQA coordinator | A. Punitha Mary | 0462-4264475 | 9894463454 | - | punithasxce@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Grant-in-aid |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | Yes<br>Minority Certificate_SXCE.pdf |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Tamil Nadu | Tamil Nadu Teacher Education University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 04-05-2000 | View Document |
| 12B of UGC | 13-12-2012 | View Document |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| NCTE | View Document | 30-04-2015 | 180 | Permanent Affiliation by Tamil Nadu Teachers Education University Chennai for all the programmes |

| Recognitions | |
|---|---|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | Yes |
| If yes, name of the agency | NAAC in the third cycle of assessment |
| Date of recognition | 23-03-2013 |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | St. Johns College Road | Urban | 3.72 | 5368.38 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BEd,Education | 24 | UG | English | 100 | 94 |
| PG | MEd,Education | 24 | B.Ed. | English | 50 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Education | 24 | M.Phil. Education | English | 16 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Education | 12 | M.Ed. | English | 30 | 0 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 1 | | | | 1 | | | | 10 |
| Recruited | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 7 | 2 | 0 | 9 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 8 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 8 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 6 | 2 | 0 | 8 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 1 | 0 | 0 | 6 | 1 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 3 | 0 | 0 | 3 |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 18 | 0 | 0 | 0 | 18 |
| | Female | 76 | 0 | 0 | 0 | 76 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 2 | 0 | 0 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 1 | 3 | 1 | 6 |
| | Female | 10 | 6 | 13 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 24 | 17 | 24 | 31 |
| | Female | 67 | 70 | 64 | 36 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 2 | 1 | 2 | 4 |
| | Female | 4 | 3 | 4 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 108 | 101 | 108 | 85 |

# Extended Profile

## 1 Students

### 1.1

**Number of students on roll year-wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 207 | 208 | 191 | 165 | 96 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |
| Any other relevant information | [View Document] |

| Other Upload Files | |
|--------------------|---|
| 1 | [View Document] |

### 1.2

**Number of seats sanctioned year wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 196 | 194 | 196 | 180 | 196 |

| File Description | Document |
|------------------|----------|
| Letter from the authority (NCTE / University / R | [View Document] |
| Institutional data in prescribed format | [View Document] |

### 1.3

**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 135 | 135 | 135 | 135 | 135 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |
| Central / State Govt. reservation policy for adm | [View Document] |

**1.4**

**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 98 | 107 | 82 | 78 | 12 |

| File Description | Document |
|------------------|----------|
| List of final year students with seal and signat | View Document |
| Institutional data in prescribed format | View Document |

**1.5**

**Number of graduating students year-wise during last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 98 | 107 | 82 | 78 | 12 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| Consolidated result sheet of graduating students | View Document |

**1.6**

**Number of students enrolled(admitted) year-wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 108 | 101 | 108 | 85 | 85 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| Enrollment details submitted to the state / univ | View Document |

# 2 Teachers

**2.1**

**Number of full time teachers year wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 19 | 19 | 19 | 17 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Copy of the appointment orders issued to the tea | [View Document](#) |

## 2.2

**Number of Sanctioned posts year wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 20 | 20 | 20 |

| File Description | Document |
|------------------|----------|
| University letter with respect to sanction of p | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 142.66 | 133.62 | 96.67 | 95.58 | 85.58 |

| File Description | Document |
|------------------|----------|
| Audited Income Expenditure statement year wise d | [View Document](#) |

## 3.2

**Number of Computers in the institution for academic purposes..**

**Response: 88**

| File Description | Document |
|------------------|----------|
| Invoice bills of purchase of computers | [View Document](#) |
| Copy of recent stock registers | [View Document](#) |

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# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Planning

**1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Response:**

**Process of Planning Curriculum**

Aiming at integral formation of prospective teachers towards a just and humane society, St. Xavier's College of Education (SXCE) strives to address the needs of the individuals as well as the society through well designed curriculum including quality teaching-learning process, outreach activities and capability building programmes.

Since our college is an autonomous body, the curriculum for two year B.Ed and M.Edprogrammes are designed according to the NCTE Curriculum Framework 2014 and guidelines given by the Parent University (TNTEU) along with the needs of the local community. The process of planning and preparing the curriculum involves the members of the board of studies which includes university nominee, expertsfrom allied area relating to placement nominated by the management, alumni andfaculty members, and academic council which consists of university nominees, external experts, alumni and faculty members.The curriculum prepared by the Board of Studies is approved by the Academic Council later with modification if needed; finally this is presented for the perusal of Governing Body of the college.

Based on the curriculum framed by the academic council, the planning and evaluation committee preparesthe year plan which includes academic activities to be implemented during the year. Similarly IQAC also suggests new initiatives connected with curriculum which strengthens the quality of the curriculum. The staff council which meets every month further scrutinises the monthly programme to be in accordance with year plan.

**Process of Revising and reviewing Curriculum**

At the end of 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. The received feedback is presented in the pre-board of studies meeting, consisting only faculty members for further discussion. Consequently this review of the curriculum is forwarded to the board of studies and eventually to the academic council and for its approval.Understanding the needs of student community and expectation of stake holders such as educational institutions and the local community, special focus is given to the addition and modifications of the content of the curriculum. For example,a course on Strengthening English Language Proficiency has been made compulsory for three semesters.Similarly, preparing the students to appear for Teacher Eligibility Test (TET), which is mandatory to be appointed as teachers in the schools,has become an extra initiative of the college as a result of revision and review of the curriculum.As the society expects the teachers to be integrated persons, the Jesuit management makes every effort to provide consciously an integral education, embedded in the curriculum through knowledge and skill based pedagogical courses, reflective foundational courses, elective courses that offer experiences

towards social and environmental sensitivities. Further there are courses which enrich the teacher personalities such as value-added courses, social project,arts and aesthetics, physical education, modern theatre skills and soft skills development.Thus the curriculum makes a conscious and constant effort in the formation of quality prospective teachers through purposeful teaching-learning, research and extension activities.

| File Description | Document |
|---|---|
| Plans for mid- course correction wherever needed for the last completed academic year | [View Document](#) |
| Plan developed for the last completed academic year | [View Document](#) |
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Meeting notice and minutes of the meeting for in-house curriculum planning | [View Document](#) |
| List of persons who participated in the process of in-house curriculum planning | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | [View Document](#) |

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers**

**Response:** A. All of the above

| File Description | Document |
| --- | --- |
| Report and photographs with caption and date of teacher orientation programmes | [View Document](#) |
| Report and photographs with caption and date of student induction programmes | [View Document](#) |
| Prospectus for the last completed academic year | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| URL to the page on website where the PLOs and CLOs are listed | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 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**

**Response:** 93.33

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 39 | 40 | 40 | 39 | 24 |

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 41 | 42 | 42 | 42 | 28 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View Document |
| Any other relevant information | View Document |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View Document |
| Paste link for additional information | View Document |

**1.2.2 Average Number of Value-added courses offered during the last five years**

**Response:** 4

1.2.2.1 **Number of Value – added courses offered during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 6 | 3 | 3 | 5 | 3 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Brochure and course content along with CLOs of value-added courses | View Document |
| Paste link for additional information | View Document |

**1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

**Response:** 87.77

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 194 | 195 | 175 | 137 | 60 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| List of the students enrolled in the value-added course as defined in 1.2.2 | [View Document](#) |
| Course completion certificates | [View Document](#) |

**1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

    **1. Provision in the Time Table**
    **2. Facilities in the Library**
    **3. Computer lab facilities**
    **4. Academic Advice/Guidance**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | [View Document](#) |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**1.2.5 Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**

**Response:** 20.99

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 181 | 1 | 0 | 0 | 0 |

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| File Description | Document |
|---|---|
| List of students enrolled and completed in self study course(s) | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificates/ evidences for completing the self-study course(s) | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 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**

**Response:**

**A fundamental or coherent understanding of the field of teacher education**

SXCE has a robust curriculum including foundational courses which deal with the philosophical, psychological and sociological perspectives of education; those courses enable the prospective teachers to acquire the basic knowledge about teacher and teacher education. Beginning from Gurukula system upto present educational system in the curriculum, the prospective teachers are provided with a comprehensive understanding of early systems of education in India. The curriculum empowers the prospective teachers with a psychological understanding of the learners so that the teacher remains as facilitator, philosopher, friend and a learner. The curriculum also permits the learner to become aware of the social realities.

**Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

The second layer of the curriculum namely 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. An effective teacher communicates and transforms the learner which involves proper planning of learning experiences, preparation and proper use of teaching-learning materials, making the students interactive in the classroom through right methods and employing the suitable formative and summative evaluation techniques. Therefore through pedagogy courses the prospective teachers are endowed with the skills of grasping, analyzing, comprehending andcritizing the content, leading to the construction of new knowledge.

**Capability to extrapolate from what one has learnt and apply acquired competencies**

The offered curriculum such as pedagogy courses, elective courses and teaching internship not only assists the prospective teacher to discover oneself in terms of his/her strengths and weaknesses but also understanding the needs and desires of his/her neighbours. Every learner in the classroom is unique and hence the prospective teacher is expected to serve the needs of all the students; this demands a sense of

broader understanding of the learning community and application of psychological and sociological principles. Becoming aware of social realities, the prospective teacher modifies his/her personality so that he/she acquires the necessary social and environmental competences for a fruitful teaching-learning process.

**Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc.**

The core courses such as soft skills and Strengthening English Language Proficiency and the elective courses such as human rights and duties education, peace education, and guidance and counseling develop the competencies of understanding and managing the emotions with others, the competency of reflecting the social realities, the skill of guiding the students in personal life and the competence of maintaining the harmonious relationship with fellow men and women. The practical elements of curriculum namely, modern theater skills, social projects, and value added courses build up the competencies of the person in responding to the individual and social needs.

| File Description | Document |
|---|---|
| Photographs indicating the participation of students, if any | [View Document](#) |
| List of activities conducted in support of the above | [View Document](#) |
| Documentary evidence in support of the claim | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

**Response:**

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

India being the leader of third world countries has created spaces for various types of school education such as formal, informal and non-formal education. The formal education is offered through various boards of school education namely State board, Matriculation board, CBSE, ICSE, and KendriyaVidyalaya; similarly the informal and non-formal education are offered through other departments of social welfare and human resources development. The functional aspects, the mode of assessment and the norms and standards of those various boards of school educations and the state-wise variations in the school educations are comprehensively and amply discussed in the courses on philosophical foundations of education, vision of education in India, and curriculum and school.

Those boards of school educationhave different modes of assessment and they are well debated in the classroom through the course on assessment of learning.

Apart from the theoretical input, the prospective teachers are exposed to the different types of schools through teaching internship for a period of sixteen weeks. Through the same internship they learn the norms and standards of those different types of schools and the functioning of whole system. In the states we have normal schools and special schools; the prospective teachers are guided by the management to understand the functioning of the special schools by providing them the opportunity to visit the special schools such as school for the blind, institution for the deaf and school for mentally retarded. The visit to the normal and special schools enlightens the prospective teachers with the diversities in the school system in India.

The visit to Amar SevaSangh School, an inclusive model school creates a sense of eagerness and enthusiasm to serve the society. Finally 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 | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

**Response:**

The essential characteristics of a committed teacher includes the ability to communicate, quickness to adopt new methods of teaching according to the classroom situation, a critical understanding of social reality, taking initiatives in organizing the activities and equipping oneself with the knowledge of modern technology. Hence in order to develop the above skills, various activities are conducted.

**Effective Communication**

When the communication is in simple words,and accompanied with appropriate examples, the learner becomes more enthusiastic and disposed to listening in the classroom. Considering the future profession, the college in its curriculum spends more time and energy in developing the communication skill especially in English. In the beginning of the academic year, the trainees are exposed to three weeks of intensive English Training followed by workshop in ELT, English Cultural Saturday, college assembly in

English, a course on Strengthening English Language Proficiency for three semesters, regular utilization of English language laboratory, daily morning English prayer and programmeanchoring in English.

### Pedagogical knowledge

Atthe second stage, the prospective teacher is initiated into various methods of teaching including Herbatian, lecture, demonstration, discussion, Digital Emotive Pedagogy and seminar cum debate. As the learners belong to the categories of audio, visual, kinesthetic and tactile, the prospective teachers are encouraged to exploit the electronic resources to the maximum in their digital lesson plan, seminar classes, online classes and assignments. Prior to the macro teaching practice, a few days of microteaching practice to inculcate a number of classroom teaching skills,link practice enabling the students to combine all the teaching skills, peer teaching to appreciate each other, and preliminary teaching practice in the model school are organized.

### Critical Social Outlook

To mould the future citizens, the trainees must have a critical outlook of the society. In consonance with the same,thetrainees are presented with the three day living experience with village people, stipulated hours of interaction with elderly citizens, assisting the children of orphanage in their learning regularly, introducing to a minor research project connected with social problems and responding to the various social evils such as environmental hazards, human rights violations and grievances of citizens through rallies and human chain.

### Leadership Skills

Every teacher is a leader in the classroom and will be able to influence the younger minds towards leadership. Consequently the trainees are trained to acquire the traits of a leader through formation of students' counciland cultural groups through which intramural cultural and sports competitions, common celebrationsand college day celebration are organized; further the trainees as a team participate in the organization of college assembly, subject club activities and extension activities that includes tour, camp and evening tuition.

### Techno Savvy

21st century teachers cannot afford to be ignorant of ICT skills. Hence the college has its classrooms well furnished with electronic gadgets, digital language laboratory, well equipped ICT lab, Xavier Informatics centre in the library and the free access to Wi-Fi connectivity; the communications to the parents, students and alumni are always transferred through e-resources.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | |
| Any other relevant information | |
| Paste link for additional information | |

## 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**

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Sample filled-in feedback forms of the stake holders | |
| Paste link for additional information | |

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

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# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Average Enrollment percentage of students during the last five years..**

**Response:** 50.57

| File Description | Document |
| --- | --- |
| Document relating to Sanction of intake from University | View Document |
| Data as per Data Template | View Document |
| Approved admission list year-wise/ program-wise | View Document |
| Approval letter of NCTE for intake for all programs | View Document |

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

**Response:** 9.96

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 63 | 62 | 68 | 68 | 75 |

| File Description | Document |
| --- | --- |
| Final admission list published by the HEI | View Document |
| Data as per Data Template | View Document |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View Document |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View Document |

**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**

**Response:** 0.21

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of students enrolled from EWS and Divyangjan | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificate of EWS and Divyangjan | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 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..**

**Response:**

Having understood the diversity of students who are admitted from varying socio-economic, educational, regional and cultural backgrounds, the college strives to bridge the academic gap of these students; a common English test to identify learning needs and a teaching aptitude test at the entry level to identify the level of readiness for professional training are conducted prior to commencement of the academic programme.

1. **Identification of learning needs of students**

**English Proficiency Test**

All the admitted students are expected to appear for an English test which checks the proficiency of the students in the aspects of grammar, grasping of language and written communication. Based on their performance in the English Test, the learning needs such as grammar, level of understanding, LSRW etc., are identified in general.

**Academic Support**

The academic support begins with three weeks of intensive English training, with a schedule of six hours a day dealing with basic grammar, sentence pattern and other components, spoken language through tongue twister, public speaking and situational dialogues, comprehension ability through essay writing and AIR news listening, and reading competence through loud reading and book reading. All the above activities are realized in the smaller groups with the guidance of the teacher educators.

Peer-group and group learning sessions are organized, utilizing the gifted learnersduring and after class hours, to support the slow learners learn the difficult content with ease from their peers.

In continuation of English training programme, to strengthen their language competence, a compulsory paper on 'Strengthening Language Proficiency in English' is offered to all the B.Ed. students in the first, third and fourth semesters.

1. **Identification of level of readiness of students**

**Teaching Aptitude Test**

In order to find outthe level of readiness and understanding of teaching profession, the college at the beginning of the academic year conducts a teaching aptitude test which has the dimensions of understanding of teacher education, school and its aims, teaching methods and skills, relationship with staff and students, importance of teaching aids and teacher behaviour. This test helps in assessing the psychological and academic status of the learners.

**The Identified psychological and academic needs**

From the above test, in general the following needs are identified: lack of respect for others' views, absence of empathy, 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 organizes number of academic exercises starting from micro teaching, peer teaching, preliminary teaching, ending with intensive teaching. These academic activities provide the basics of teaching-learning including pedagogy, skills and techniques, nuances of planning and executing the classroom teaching, highlighting the importance of teacher-student relationship, the supportive role of teaching-learning materials and eventually the significance of being an effective teacher. Each staff identifies the slow-learners, interacts and helps them academically by paying special individual attention and assistance;depending on learner needs, remedial teaching is conducted and efficiency is improved.

| File Description | Document |
|---|---|
| The documents showing the performance of students at the entry level | View Document |
| Documentary evidence in support of the claim | View Document |

**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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning**

**Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Reports with seal and signature of Principal | View Document |
| Relevant documents highlighting the activities to address the student diversities | View Document |
| Photographs with caption and date, if any | View Document |
| Data as per Data Template | View Document |

**2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

**Response:** As an institutionalized activity in accordance with learner needs

| File Description | Document |
|---|---|
| Reports with seal and signature of the Principal | View Document |
| Relevant documents highlighting the activities to address the differential student needs | View Document |
| Photographs with caption and date | View Document |

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

**Response:** 15.92

2.2.4.1 **Number of mentors in the Institution**

Response: 13

| File Description | Document |
|---|---|
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

## 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**

**Response:**

Any monotonous teaching-learning process invites boredom and low-motivation in learning. St. Xavier's College of Education, bestowed with the status of autonomy adopts multiple mode of teaching-learning. The following modes of learning have been adopted for different courses by the faculty:

**Core Courses**

The core courses on psychology, philosophy, sociology, technology, evaluation, curriculum, skill development and innovations are the foundational experiences for the prospective teachers; this has to be developed through interaction with peer group and the teacher. Since each one is unique and hailing from varied backgrounds, the perspectives and reflections will be different and rich on the above courses. Therefore opportunities must be created to exchange the views and ideas, resulting in a new knowledge and personal illumination; there occurs more clarity and less confusion. Therefore the modes of participative, brainstorming and focused group sharing approaches are very much capitalized for a constructive teaching-learning process.

**Pedagogy Courses**

The prospective teachers as they get trained in pedagogies for major subjects acquire skills and techniques through various modes depending upon the nature of the subject, namely arts or science. The science students have to be inquisitive, logical, reflective and rational; they always look for verifiability and veracity of the statements. Learning is at its best when it is experienced. Hence the faculty employs the approaches of experiential learning that includes laboratory, demonstration and problem solving methods. Whereas the arts students are interested in listening to others and expressing their knowledge in the group which strengthens their potentials; therefore the approaches of participative, enactive, group discussion, debate and dialogue are used in the social science and language classrooms instructions.

**School internship**

The theoretical knowledge of different pedagogical approaches are experimented during the school internship by the prospective teachers. Depending upon the nature, involvement and expectations of the students, the prospective teachers are free to employ any type of pedagogy which will ensure fruitful learning. Most of the times, it is participative and lecturing and other times group discussion, problem solving, debating and laboratory approaches. The prospective teachers are expected to make use of actionresearch to solve classroom problems and case study for analyzing the unusual behavioural pattern of a student in the classroom.

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

The elective courses offered parallel to core courses, stimulate the social and environmental sensitivity. They are very much connected with common social problems and the students are trained to dwell deeper and make their own opinions to be shared with others as convictions. This is done through the approaches of focused and issue based group discussion on social issues such human rights, gender violence, child abuse, eco pollution, value degradation, mental health etc…

**Courses for experiences of teacher enrichment**

To enrich the trainee in the pre-service training, courses on fine arts, performing arts, communicating English, yoga education and physical education are offered through experiential, experimental, physical and participatory approaches.

Thus the approaches appropriate to the courses are employed so that divergent learners profit out of classroom teaching-learning process.

| File Description | Document |
|---|---|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | |
| Link for additional information | |

**2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

**Response:** 54.35

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 17 | 18 | 15 | 0 | 0 |

| File Description | Document |
|---|---|
| Data as per Data Template | |
| Link of LMS | |

**2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

**Response:** 95.65

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 198

| File Description | Document |
|---|---|
| Programme wise list of students using ICT support | View Document |
| Landing page of the Gateway to the LMS used | View Document |
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

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

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | View Document |
| Geo-tagged photographs wherever applicable | View Document |
| Data as per Data Template | View Document |
| Link of resources used | View Document |

**2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students**

**Response:**

**Continual mentoring for developing professional attributes**

The responsibility of any teacher education institution lies not merely with transacting the theoretical content but essentially in developing right professional attributes. Accordingly St. Xavier's College of Education aims at cultivating the same through diverse activities and curriculum. In particular the activity of tutor-ward interactions, held once a month very much augments the process of inculcating the professional attitudes; the accompanying professor as tutor makes every effort through interactions to explicate the fundamental attributes of a teacher. This process is also strengthened by the student's counsellors in their private interactions.

**Working inteams**

The institution creates more avenues for group activities so that the trainees will have more interactions, listening, leading and cooperation in the group. The programmes such as college assembly, English cultural Saturday, social project, science exhibition, microteaching, peer teaching, internship, village camp, short film production etc. amply vouch for cultivation of team spirit. The activities of subject club, students' council, intramural cultural and sports groups and the other festive celebrations do attract the team work.

## Dealing with student's diversity

The trainees are exposed to various programmes through which the understanding, attitude and behaviour of students will be enhanced. For example, the evening study centres, the home for mentally challenged and special schools offer chances of meeting with various types of students. Similarly in curriculum, there are three courses 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 with colleagues and authorities

Frequent instructions and friendly challenges from the faculty and the management have yielded the fruits of discipline which is observable in entry and exit behaviours of the trainees. This process of mentoring the behaviours is constantly monitored by the discipline committee. Before going for internship and visit to special schools and centres, the Principal presents an orientation to the trainees on how to behave in front of students, teachers and management.

## Balancing home and work stress

Accumulation of stress from different corners of family and institution will destroy the teacher personality; hence the institution arranges for seminars on stress management, family life education and soft skills development. The programme titled 'Teacher of the Month' invites senior or retired teacher to share with the trainees on their teaching achievements and challenges; this rejuvenates the young prospective teachers to face the life meaningfully.

## Updating with recent developments

The trainees are motivated to update themselves with the recent developments and the updation is revealed in the contribution towards subject club notice boards, conducting quizzes in the assembly, making them listen to AIR news bulletin daily, providing a chance of introspecting oneself through personality development programme, including a value-added course on web 3.0 tools in the curriculum, arranging guest lectures, seminars and workshops on recent developments and purchasing new books in the library.

| File Description | Document |
| --- | --- |
| Documentary evidence in support of the claim | [View Document](#) |

## 2.3.6 Institution provides exposure to students about recent developments in the field of education

**through 1.     Special lectures by experts 2.     'Book reading' & discussion on it 3.     Discussion on recent policies & regulations 4.     Teacher presented seminars for benefit of teachers & students 5.     Use of media for various aspects of education 6.     Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | [View Document](#) |
| Documentary evidence in support of the selected response/s | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

**Case 1:Micro Teaching**

The micro teaching, comprising the skills and techniques of teaching and offered at the pre-service level, develops the professional skills of the prospective teachers.

Our College of Education pays utmost care in training the prospective teachers in micro teaching. On the basis of the orientation offered on 'Micro Teaching', the traineesare divided into small groups.After the explanation and the demonstration of the skill by the teacher educators, the trainees go in small groups to practice the skills on a single concept of any subject. The micro lesson plans namely the episodes are prepared creatively by the trainees with innovative examples and it is practiced in groups. It is a fruit of their intellectual and thinking skills. The way the trainees teach is completely unique and innovative, even if the content and the skill of teaching remains the same.

In the same way the assessment of the peers during the microteaching is very much cordial, empathetic and understanding of each other's thinking ability. The overall feedback given by the mentoring professors with empathy individually and in groups sharpens their thinking skills, enriches their presentation with innovative ideas, and sprouts their creativity.

**Case 2:  Students-organized Seminar, Symposium, Panel Discussion, and Debate**

Providing opportunities to express the critical thoughts of trainees on current issues in a formal programme fosters higher order thinking skills. Teacher Educators offer inputs on different methods of student-centric and participative activities such as seminar, symposium, debate and panel discussion. A model programme of the above activities are conducted in the presence of teacher educator, inviting the trainees to involve

seriously so that it promotes creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students.

**Seminar**

Under the section of seminar, the current topics of the society such as importance of culture, impact of privatization on higher education and Sexual violence are discussed by different groups in the classroom. In this process, a lot of reflective and communicative abilities are developed.

**Symposium**

In the exercise of symposium, individuals entrusted with different dimensions of a topic, expound deeper on the content and takes it to the group in a simple and creative manner. The following topics like importance of language in communication, demonetization and contribution of women to the society and unemployment have been handled in the model symposium.

**Panel discussion**

The panel discussion once again prepares the hearts and minds of the trainees to have empathetic and intense listening ability in the group. It also creates a space for intellectual questioning and emotional understanding. The following topics have been included in the panel discussion: integrating technology in the classroom and problems faced by working women.

**Debate**

Debates areconducted to inspire the younger minds with innovative and creative thoughts so that they are tuned to a society of modern thoughts. It also enlightens them to have proper perspective of a particular problem. For examples, the following topics such as sex education, effects of social media and privatization of education are expounded.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Link for additional information | [View Document](#) |

## 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**

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits

6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

**Response:** B. Any 6 or 7 of the above

| File Description | Document |
|---|---|
| Reports of activities with video graphic support wherever possible | View Document |
| Documentary evidence in support of the selected response/s | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

**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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Reports and photographs / videos of the activities | View Document |
| Documentary evidence in support of each selected activity | View Document |
| Data as per Data Template | View Document |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

**2.4.3 Competency of effective communication is developed in students through several activities such as**

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**

**4.Classroom teaching learning situations along with teacher and peer feedback**

**Response:** A. All of the above

| File Description | Document |
| --- | --- |
| Details of the activities carried out during last completed academic year in respect of each response indicated | |
| Data as per Data Template | |
| Any other relevant information | |

**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**

1.**Teacher made written tests essentially based on subject content**
2.**Observation modes for individual and group activities**
3.**Performance tests**
4.**Oral assessment**
5.**Rating Scales**

**Response:** A. All of the above

| File Description | Document |
| --- | --- |
| Samples prepared by students for each indicated assessment tool | |
| Documents showing the different activities for evolving indicated assessment tools | |
| Data as per Data Template | |

**2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Sample evidence showing the tasks carried out for each of the selected response | [View Document](#) |
| Documentary evidence in respect of each response selected | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.4.6 Students develop competence to organize academic, cultural, sports and community related events through**

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report of the events organized | [View Document](#) |
| Photographs with caption and date wherever possible | [View Document](#) |
| Documentary evidence showing the activities carried out for each of the selected response | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.4.7 A variety of assignments given and assessed for theory courses through**

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Samples of assessed assignments for theory courses of different programmes | [View Document](#) |
| Data as per Data Template | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**2.4.8 Internship programme is systematically planned with necessary preparedness..**

**Response:**

A sixteen-week school internship programme is organized for our second year trainees in which they are expected to observe classes of senior teachers and handle classes. In view of the internship the following preparatory works are undertaken:

1. **Selection/identification of schools for internship**

Our trainees have their internships in our model school, St. Xavier's Hr. Sec. School, Palayamkottai on participative basis and with other schools on request basis**.** As the first step, the schools within the radius of 40 Kms are identified. Immediately the schools are approached to accommodate our trainees. After obtaining the consent of school administration, the Chief Educational Officer is requested to accord permission for the same. Later the trainees are sent to the allotted schools to meet the senior teachers and get the teaching units for internship; this will enable the trainees to prepare the lesson plans and other teaching-learning materials with the guidance of the teacher educators.

2. **Orientation to school principal/teachers**

Before sending our students for internship, Principal and the faculty of the college present to the school Principal and teachers the objectives of the internship and the expectations of the college. Similarly the headmaster and the senior teacher of the school put forward from their experiences, the requisites of an effective internship namely academic commitment and social behaviour of a teacher. Thus the administration of the school is made aware of its role in making the internship effective and true learning experience.

3. **Orientation to students going for internship**

Prior to the missioning of trainees to the 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. Further the trainees are oriented academically through micro teaching, peer teaching and preliminary teaching.

4. **Defining role of teachers of the institution**

The teachers of the institutions play the role of mentors and guide teachers to our trainees during the

internship and they provide all required assistance in preparation of daily lesson plans, teaching aids and help them in making their teaching effective. The senior faculty of the college on their visits to the internship schools, indicate the above roles of senior teachers in moulding the trainees.

## 5. Streamlining mode/s of assessment of student performance

An assessment scale with the parameters of content delivery, communication, classroom management, physical presentation and use of teaching-learning materials is designed and the senior teachers are entrusted the responsibility of evaluating the above elements. Added to that the teacher educators, as they visit the trainees in between are also expected to evaluate the same.

## 6. 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; these schools have variety of curricular and co-curricular activities to which the trainees are exposed. The college orients the trainees about the prevailing variations and equips them to meet the challenges.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.4.9 Average number of students attached to each school for internship during the last completed academic year

**Response:** 3.92

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 25

| File Description | Document |
|---|---|
| Plan of teacher engagement in school internship | [View Document](#) |
| Internship certificates for students from different host schools | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of the schedule of work of internees in each school | [View Document](#) |

## 2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**

2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

**Response:** A. Any 8 or more of the above

| File Description | Document |
| --- | --- |
| School-wise internship reports showing student engagement in activities claimed | [View Document](#) |
| Sample copies for each of selected activities claimed | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

**Response:**

Having understood the need to adopt effective monitoring mechanisms so that the internship remains purposeful activity, the college administration has designed a regular monitoring cum interaction with the internees at regular intervals with formative and summative evaluation techniques.

**Role of teacher educators**

All teacher educators are assigned with seven to ten trainees during the internship and once in a month they pay a visit to the internship schools and check their lesson plans and teaching aids. They observe the classroom teaching followed by immediate feedback to improve their teaching. After each visit, the teacher educators are expected to submit their assessment and feedbacks in the Dean's office in a specially prepared evaluation form which are looked into by the Principal. During their visits they interact with the school Principals and senior guide teachers to obtain feedback on the performance of the trainees. Later the same feedback is shared with the trainees with the words of encouragement and appreciations.

**Role of school principal**

The school principal allocates the senior guide teachers, standard and sections to be handled, and the time table to each trainee. The attendance of trainees to the school is monitored everyday by him/her and observes the overall performance and behaviour of trainees in the process of formation of the trainees. The school Principal assigns substitution classes for our trainees and other additional responsibilities whenever required as per need of the school. Responsibilities like conducting school assembly, children's day, independenceday and other co-curricular activities are allotted by the school principals. The school Principal has to present to the college 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 senior guide teachers provide academic and moral support to our trainees. After allocating the teaching units to the trainees, they undertake the correction of lesson plans every day and make suggestions of ways of using teaching aids, done by the trainees to convert teaching-learning interesting and effective. While they observe and appreciate the classroom teaching, they also allow the trainees to observe and criticize their own classroom teaching; this becomes a good learning experience. They also help the trainees in setting the question papers for formative assessment of the school students. 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**

Students join and work together as a team for academic enrichment. They 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. They cooperatively conduct school assembly and other activities and actively participate in the school events. A wonderful team spirit and mutual support are exhibited and developed in all possible ways.

| File Description | Document |
| --- | --- |
| Documentary evidence in support of the response | [View Document](#) |

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**2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School\* Teachers**
4. **Principal / School\* Principal**
5. **B.Ed Students / School\* Students**

**(\* 'Schools' to be read as "TEIs" for PG programmes)**

**Response:** A. All of the above

| File Description | Document |
| --- | --- |
| Two filled in sample observation formats for each of the claimed assessors | [View Document](#) |
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | [View Document](#) |

**2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | View Document |
| Five filled in formats for each of the aspects claimed | View Document |
| Any additional Link | View Document |

## 2.5 Teacher Profile and Quality

**2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 92

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View Document |
| English translation of sanction letter if it is in regional language | View Document |
| Data as per Data Template | View Document |

**2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 76.09

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 14

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Certificates of Doctoral Degree (Ph.D) of the faculty | [View Document](#) |
| Any other relevant information | [View Document](#) |

**2.5.3 Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 9.22

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

Response: 166

| File Description | Document |
|---|---|
| Copy of the appointment letters of the fulltime teachers | [View Document](#) |

**2.5.4 Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

**Response:**

**1.** *In house discussion on current development and* **issues in education**

A teacher who doesn't keep oneself updated becomes outdated. Understanding this, our teachers update their professional knowledge and skills from time-to-time. They read recently published books and articles in journals related to their subject of teaching and other areas of educational interests. Among the staff, they share and discuss the recent developments taking place and the on-going issues in education during their informal interactions.

Some important issues are formally discussed in the staff meetings and appropriate decisions are made. They participate in the seminars and workshops conducted in the campus. They are included as members in different committees in which they take part in the discussions on current development and issues related to education. They also share these developments and issues with the students so that they become aware of it.

Every year based on the suggestions of staff members, the IQAC organizes Faculty Development Programmes in the college to update their teaching skills as well as current educational innovations including discussion on 'NAAC Assessment Manual'. One such activity is a regular workshop on 'Smart Classroom Skills' and 'Google Classroom' for the staff to expose and motivate them to use interactive white board and LMS in their teaching. In the same way the librarian of our college keeps our staff

informed of the recently published articles in different journals, through Whatsapp group and e-mail, rightly named as 'Article Alert Service'. It provides the titles along with the authors in journal-wise. This alert service helps the staff collect more recent ideas and insights connected with their courses which they handle. Staff are encouraged to write articles and present papers in Journals and conferences.

Through 'Seminar Alert Service', the staff are informed on the list of seminars and workshops conducted month wise in advance. This shared information on the upcoming seminars kindles the interest and curiosity of the staff, students and other academicians, and to explore the possibilities of attending and presenting papers of their interest and expertise.

### 2. *Share information with colleagues in other institutions on policies and regulations*

Our staffmaintain a cordial relationship with the staff of other professional colleges of education 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. They attend seminars and workshops and jointly publish papers.

Our Principal and IQAC Coordinator shared their expertise and oriented the staff members of our neighbouring institution, St. Ignatius College of Education, Palayamkottai on the new manual of NAAC for the assessment of teacher education institutions. Our Professors Dr. A. John Lawrence and Dr. M. Antony Raj have offered sessions on 'New Education Policy' and 'Academic and Administrative Audit (AAA)' respectively.

| File Description | Document |
|---|---|
| Documentary evidence to support the claims | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.6 Evaluation Process

### 2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

**Response:**

**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 as it cultivates good study habits, accelerates personality development, and enhances the teacher-student relationship. For each course of all the programmes, there are both CIE during the semester and an external evaluation at the end of the semester. 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 the B.Ed. programme, CIE has two components namely, internal tests and other modes ofpracticals,

having fifteen marks each. The internal tests are conducted twice in a semester for 30 marks each by the Controller of Examinations with the help of course teacher-educators and the score is converted to 15marks.The duration of test is 90 minutes. The question paper, based on Bloom's Taxonomy carries four objective questions,three short questions, two paragraphs and one essay question with an award of one, two, five and ten marks each respectively.

The other modes of practicals are carried out effectively by the respective teacher-educator. The practicals totalling for a maximum of 15 marks, comprise of assignments (compulsory), and any other two items of the following: seminar, group discussions, quizzes, snap test, individual & group projects and other practicum given in the syllabus. The internal tests largely assess the student's learning at three levels such as knowledge, understanding and application and whereas the other modes of practicalsprimarily focus on the acquisition of higher order of cognitive ability, communicative skills, ICT skills and collaborative learning.

With regard to M.Ed programme, CIE has two components namely, internal tests and other modes ofpracticals, having fifteen marks each. The internal tests are conducted on a regular basis twice in a semester for 45 marks each and the score is converted to 15marks.The duration of the internal test is 90 minutes. The question paper carries 10 short answer questions, 3 paragraph questions and one essay question with an award of two, five and ten marks each respectively.

The other modes of practicals totalling for a maximum of 15 marks, includes assignments (compulsory), seminar, group discussions and projects.

For M.Phil Programme, two internal tests are conducted for 90 minutes each for a maximum of 45 marks, having five short essay questions and two long essay questions with an award of five and ten marks each respectively. The two internal tests marks are converted to 15 marks, whereas for another 15 marks assignments and seminars are conducted.

The academic calendar carefully includes the schedule of internal test which is displayed on the notice board two weeks in advance. Students are allowed to go through the valued answer scripts and doubts are clarified. All that is pertaining to CIE is well documented for future reference.

| File Description | Document |
| --- | --- |
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**

4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

**Response:** A. Any 4 or more of the above

| File Description | Document |
| --- | --- |
| Documentary evidence for remedial support provided | [View Document](#) |
| Details of provisions for improvement and bi-lingual answering | [View Document](#) |
| Copy of university regulation on internal evaluation for teacher education | [View Document](#) |
| Annual Institutional plan of action for internal evaluation | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

**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. For the internal tests, the controller of examinations invites respective teacher educator to set a question paper and later the same person evaluates the answer scripts. With regard to semester examinations the question paper is set by an external resource person, unknown to the college faculty and the students: this question paper is later scrutinized by senior faculty of the college duly approved by the examination committee. The answer scripts of the semester examinations are valued by external examiners and thus the evaluation remains fair and objective. The other practical activities are valued by the respective teacher educators. In this context, every effort is undertaken by the administration to maintain an objective assessment and positive reinforcement. Which means, there will be zero space for grievances from the students regarding the valuation of the papers. However the examination cum awards committee acts as the grievance redressal cell whenever a grievance is raised by any student with controller of examinations or Principal.

**Procedure**

With regard to internal test, whenever a student has some grievances, he/she raises them to the respective teacher educator and the latter looks into the matter, analyses the grievance and suggests a solution to the student; if the solution is accepted by student, grievance is resolved and action taken is recorded. If the student is not satisfied the matter is taken up in the Examination Grievance RedressalCell 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 then to students. If students are satisfied with the allotted marks, and accepted by them, 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 not connected with award of marks but any other nature such as 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 | Document |
|---|---|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

## 2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

**Response:**

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. The committee looks at the previous year academic calendar as well as the current situation of working space; while listing out the major events such as inauguration of the academic year, intensive English training, orientation to the course, ice-breaking, personality development programme, yoga training, introduction of pedagogy skill, the internal and external examinations, intramural cultural competitions, college day and sports day, they automatically occupy the right dates as per the counting of working days for each semester. Depending upon the number of courses, the dates for internal and external examinations are earmarked. This is approved by the staff council and the faculty and students are informed through websites and printed copies. This is reviewed and confirmed in the monthly staff council meeting.

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.

The other modes of practicum are left to the individual teacher educator who conducts them during their class hours as per the convenience. The teacher educators are expected to submit the evaluation record containing the details of marks, awarded to the students in the sections of internal test and practicum within the stipulated date by the controller of examinations.

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 with proper allocation of students and teacher educators. The external practical commission which is announced to the students well ahead of time is conducted with the help of external examiners invited by the controller of examinations.

| File Description | Document |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.7 Student Performance and Learning Outcomes

**2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

**Alignment of PLOs and CLOs with teaching-learning process**

St. Xavier's College of Education aims at enabling the students to become aware of their innate potentials which make them innovative, competent and committed. They must become a brand of teaching fraternity, equipped with modern skills and positive attitude towards teaching profession. Accordingly given the academic autonomy, all the programmes of our college focuses on the above outcomes.

With regard to UG programme, its purpose 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 and experienced 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. This particular outcome is revealed during the discussions and interactions when the students participate in the seminar, debate and symposium. The psychological outcome of the courses is very much visible as it is mentioned in the programme outcome in the form of creative, critical and compassionate behaviour of the prospective teachers. The programme in its overall outcomes specially creates a space for an integrated personality; this aspect is very much taken care of by the core courses thereby the prospective teachers are exposed to various streams of thinkers, ideologists, stages of human growth and development and finally the modern trends of educational administration, thus the outcome ensures an all-round teacher personality, moulded in terms of cognition, attitudes and psychomotor. Reference books are suggested at the end of each course motivates the students to realize the stated PLOs and CLOs.

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**

While we ensure the alignment of programme and course outcomes, same effort is undertaken to maintain the association between outcomes and internal evaluation. In other words the internal evaluation having two sections focuses on theory and practice. The theoretical part consists of two internal tests for each semester; the questions raised in the internal tests are based on the dimensions of knowledge, understanding, application and skill development. The internal test thus based on the blue print aims at verifying the attainment of outcomes of programme and courses; the grasping capacity, communicating ability and the critical potentials of the person are evaluated and ensured. In the session of 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. On the whole, outcomes of programmes and courses are akin to each other and in the same way a close nexus is maintained between the activities of the college and the courses of programme.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.7.2 Average pass percentage of students during the last five years**

**Response:** 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 98 | 107 | 82 | 78 | 12 |

| File Description | Document |
|---|---|
| Result sheet for each year received from the Affiliating University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | [View Document](#) |

**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**

**Response:**

Learning is an on-going process. It is progressive in nature and has to be reinforced through different academic activities. Varying learning tasks are given to the students according to their interest and cognitive level by the teacher educators. This helps them develop both cognitive and professional attributes of the students.

The various core, pedagogical and elective courses which are the part of the programme help them improve their cognitive knowledge and skills, and acquire the required professional attributes. The progress of the students is observed in their academic performance of different examinations, held throughout the year.

The B.Ed. programme is a professional programme and it has two testing components: 1. Theory and 2. Practical. The cognitive and professional skills are developed and their progress is monitored by the teacher educators at different levels. Their professional teaching competence gradually progresses through the practical hands-on-training that are given to them through Micro teaching, Peer teaching, Demo teaching, Preliminary teaching, Observation classes and Internship.  Finally their progress is assessed by the board of internal and external examiners and marks are awarded to them. The placement of our students in teaching profession at the rate of 70-80% during the on-campus interviews stands as a witness to the quality training given in cognitive and professional skills of our students.

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 teaching profession centresaround not only the cognition but also the affective element which exhibits the character and ethics of a teaching personality. 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; the real characteristics of an effective teacher namely creative, commitment and compassion are inculcated among the trainees and they are witnessed during internship with the students.

| File Description | Document |
| --- | --- |
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | [View Document](#) |

**2.7.4 Performance of outgoing students in internal assessment**

**Response:** 95.92

**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 94

| File Description | Document |
| --- | --- |
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | [View Document](#) |
| Data as per Data template | [View Document](#) |

**2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**

**Response:**

The initial assessment revealed the following learning needs among the students: lack of understanding and communication ability in English, absence of critical social outlook, 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 organizes an intensive three week English training followed by English cultural programme; this is further strengthened with 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 results are very much visible and experienced in the cultural as well as other college programmes whereby the growth in the proficiency of English Language is very much observable. Very interestingly the same students excel in the campus interview for matriculation schools and find employment.

The absence of critical social outlook noticed in the beginning of the academic year is completely filled in through various social exposure programmes such as social project, community camp, medical camp,street rallies for social issues etc., As they become conscientised on the above issues, the enlightened mind set is amply evidenced in the cultural programmes such as street plays, skits and variety programmes which are staged by the students on the annual day event.

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 preliminary, 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. Once again the campus employment bears witness to the above element. This is confirmed through the exit test of teaching aptitude.

Finally the research aptitude test conducted in the beginning and at the end very clearly indicate the level of growth of students in the research area; during the viva-voce, the budding researchers spontaneously describe in a lucid manner the process of researching and dissertation writing. At the end of the PG programme many opt for doctoral research programme, explicating the hard work and learning ability of the students.

| File Description | Document |
|---|---|
| Documentary evidence in respect to claim | [View Document](#) |

## 2.8 Student Satisfaction Survey

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

**Response:** 3.73

# Criterion 3 - Research and Outreach Activities

## 3.1 Resource Mobilization for Research

**3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years**

**Response:** 0.2

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response:** 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Sanction letter from the funding agency | View Document |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Sanction letters of award of incentives | View Document |
| Institutional policy document detailing scheme of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |

## 3.2 Research Publications

**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**Response:** 4.46

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 8 | 17 | 24 | 17 | 16 |

| File Description | Document |
|---|---|
| First page of the article/journals with seal and signature of the Principal | View Document |
| E-copies of outer jacket/content page of the journals in which articles are published | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:** 6.36

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 19 | 29 | 23 | 42 | 4 |

| File Description | Document |
|---|---|
| First page of the published book/chapter with seal and signature of the Principal | |
| 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 year-wise | |
| Data as per Data Template | |
| Link for additional information | |

## 3.3 Outreach Activities

**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

**Response:** 9.4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 11 | 13 | 11 | 6 | 6 |

| File Description | Document |
|---|---|
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | |
| Data as per Data Template | |
| Any other relevant information | |

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**

**Response:** 91.23

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 198 | 199 | 179 | 146 | 69 |

| File Description | Document |
|---|---|
| Report of each outreach activity with seal and signature of the Principal | View Document |
| Event-wise newspaper clippings / videos / photographs with captions and dates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**Response:** 91.46

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 198 | 199 | 179 | 148 | 69 |

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

**3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**

**Response:**

**Sensitizing the students to social issues**

One of the educational objectives of B.Ed is to orient the prospective teachers towards the creation of new society based on peace, love and justice. To realize the above objective, the college hasconducted outreach

activities involving the prospective teachers, and below we shall see how the programmes have helped the prospective teachers become sensitized on various social issues and act as the instruments of community development.

**Community Service Camp**

A three-day community service camp is organized every year where the prospective teachers, under the guidance of our professors are taken to a chosen village. The trainees are expected to stay in the village for three days and carry out different community welfare activities during the forenoons and organize cultural cum awareness programmes in the evening. This camp creates an opportunity to interact with the rural people and thus enables the trainees to understand the joys and sorrows of them; the evening conversation with the village people enlightens the minds and hearts of the trainees about various dimensions of village culture. This means the reality of the greater India is thrown open to the trainees and thus they are sensitized about the pathetic living conditions of rural people. This also triggers in the minds of the trainees, a desire to construct a new society free of illiteracy, poverty and inequality.

**Social Project**

Guided by the concerned professor, the trainees are initiated into a social project whereby they collect data from the people on a few social issues identified by the trainees. Later the data are analysed and the findings are communicated to the public in a book form. This exercise brings the trainees in contact with the current social issues, the perception of the people and the steps to be introduced to solve the problems.

**Mother Theresa Evening Study Centre [MOTESC]:**

Through this centre, our trainees reach out the socially and economically underprivileged school students to help and boost up their academic performance. It is not merely an academic exercise but also a platform to sensitize the trainees to the academic, emotional and social needs of the growing children. It also kindles them to be committed and compassionate in the future.

**Visit to St. Anne's Rehabilitation Centre for Mentally Challenged and Home for Aged**

To make the trainees aware of the physical and emotional status of elderly people, the college organizes a daily visit to the Home for Aged. This well planned visit stimulates the trainees to open themselves to the physical and emotional expectations of the elders and changes the attitude of the students towards the aged people.

**Human Chain, Awareness Rally and Painting Exhibition**

To sensitize the public and to be sensitized, the trainees are guided to organize painting exhibition in the college and human chain and awareness rally along the streets against child abuse and eco-pollution. Raising the slogans and exhibiting plug cards against child abuse, environment threats and disobedience of traffic rules generates a sense of citizenship and Justice.

| File Description | Document |
| --- | --- |
| Report of each outreach activity signed by the Principal | |
| Relevant documentary evidence for the claim | |

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response:** 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Data as per Data Template | |
| Appropriate certificates from the awarding agency | |
| Any additional information | |

## 3.4 Collaboration and Linkages

**3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response:** 1

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 4 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Report of each linkage along with videos/ photographs | [View Document](#) |
| List of teachers/students benefited by linkage exchange and research | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response:** 19

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 19

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Copies of the MoUs with institution / industry/ corporate houses | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report of each activities with seal and signature of the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

# Criterion 4 - 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**

**Response:**

**Facilities for Teaching- Learning**

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

The main block houses the administrative section including the Offices for Principal, Vice Principal, Secretary, Controller of Examinations, BonhoureResearch Centre and college administration and women staff. The Golden Jubilee Block lodges the Dean's Office, Men's staff rooms, Conference Hall and Boys' Room.

**Classrooms**

There are ten well-ventilated classrooms installed with multi-media projection system (LCD projectors and audio system), Wi-Fi network and collar mike. The classrooms also have been furnished with white boards and furniture.

**Laboratories**

The seven pedagogy courses namely Tamil, English, Mathematics, Physical Science, Bio-Science, Computer Science and History have got separate resource centres that enable the prospective teachers to produce and store the teaching aids. In addition to the above, the physical science laboratory for experiments, English Language laboratory for developing communication proficiency, curriculum laboratory for constructing curriculum, rooms for performing arts and physical education and working room for art and craft resources are available.

**Fitness Centre, Sports field & Sports complex**

A fitness centre containing tread mill and weight lifting iron bars areavailable in the campus.There is a sports field (1113 Sq.Mts.) that includes courts for Basket-ball, Volley ball, Badminton, Ball Badminton, Throw ball, Football and Relay Ground. The stadium behind the college is utilized for physical exercise, intramural games and sports competition and college sports day.

**Equipment**

For better teaching-learning process, the institution possesses four interactive white boards, fourteen LCD projectors, Documentary reader, five OHP's , four mobile audio system, 16mm film and slide projectors, three video and still cameras. The college has established thirty two CCTV cameras, public addressing system, small digital board for daily events and three kindle readers.

**Computing facilities**

The ICT resource centre has got 44 computers with internet connection with a speed of 300 MBPS.

**Library**

Fr. Utarid Library accommodates 250 readers in two floors annexed with Students Support Service Centre, Library Director Room, two Books Stack Rooms and Xavier Informatics Centre. Xavier Informatics Centre helps the students with twelve computers with the internet speed of 300 MBPS. The library is equipped with ICT facilities such as Wi-Fi remote access to catalogue, e-gate entry system, OPAC system,e-book readers and KOHA Software for remote access of books.

**Seminar and Multipurpose hall**

Mother Theresa seminar hall accommodating 100 participants holds multimedia projection system, CCTV cameras and six Air conditioners. Fr. Arul Joseph multipurpose hall accommodates around 250 participants; it serves the purposes of examination, graduation, celebrations, orientation and other academic programmes and is equipped with LCD projector, audio system, AC machines and CCTV cameras.

**Other facilities**

As a measure of students and staff welfare, a canteen is run by the management; also sufficient number of toilets for both men and women separately are maintained. There are common recreation rooms for men and women separately. The students and staff with two wheelers have been provided with decent parking shelters.

| File Description | Document |
|---|---|
| List of physical facilities available for teaching learning | [View Document](#) |
| Geo tagged photographs | [View Document](#) |

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

**Response:** 100

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

Response: 13

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 13

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link to relevant page on the Institutional website | [View Document](#) |

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years  (INR in lakhs)**

**Response:** 7.96

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 13.79 | 12.35 | 9.36 | 3.60 | 5.02 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

## 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**

**Response:**

**Library Automation**

Fr. Utarid library aspires to be welcoming, engaging and accessible besides meeting the evolving needs of a changing teaching and student community. The library empowers our trainees and faculty to become lifelong learners.

The automated library in the college has a computer system to manage the library's key functions. Library Management Systems (LMS) are established as an essential tool to support the effective customer service, stock management and managing library services.

Our college library offers a good library automation software module, namely**Rovan Library Management System**. It customizes and manages the library with the following functions: Acquisition, Catalogue, Serials, OPAC, E-Gate, Circulation and Administration. It is used to help controlling the resources better and serve the faculty members, students and scholars in an organized manner.

**The brief activities of the module:**

**Acquisition** - Budget Receipt, Budget Allocation, Budget 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, More Reports.

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

**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, More Reports.

**Administration** - Login Information, Change Password, Users Management, Roles Management.

There are 22,800 books available in the library and accessed through library management software. Faculty members and students trace the books through automated Online Public Access Catalogue (OPAC) and books are lent through ID cards with bar-coding system. The library has installed the e-gate system with specialised computer and barcode scanner. Faculty members and students scan their ID Cards whenever they enter into the library.

Using the Rovan Library Management System, Faculty members and students can view the daily activities of the college and the library.

| File Description | Document |
|---|---|
| Bill for augmentation of library signed by the Principal | [View Document](#) |
| Web-link to library facilities | [View Document](#) |
| Link for additional information | [View Document](#) |

**4.2.2 Institution has remote access to library resources which students and teachers use frequently**

**Response:**

Koha is the best open access software across the world. Koha is a Linux based supporting software. Most of the reputed institutions in India namely IIT, IIM, Central Universities and Central funded Institutions using this software for whole library management system.

Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools.

Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries.

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

**KOHA WEB OPAC cum REMOTE ACCESS**

**The special feature of KOHA library management system provides Web based OPAC cum remote access OPAC at anywhere and anytime. It provides various types of remote access services.**

Koha's OPAC, circ, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies–XHTML, CSS and JavaScript–making Koha a truly platform-independent solution.

KOHA provides Web-OPAC cum remote access through mobile or personal computer. Web-OPAC facilitates the following types of searches namely Title, Subject, Series, Author, Call Number, Keyword, Publisher, Publisher location, Barcode.

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

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

KOHA linked with all libraries especially the group of same institutions and campuses in different parts of the country also supports the OPAC in single platform and sort with resources from different campus library.

**KOHA supports cloud based environment for Full text searching,** Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics, among others.

In our college also installed the KOHA library management system and provides individual user name and password to every staff and student member for accessing OPAC through remote access. Students and staff members to hold the resources through this OPAC.Koha provides SMS alert facility to the students and

faculty members for sending reminders to return the resources in due time. It has become easy to access the e-books remotely through KOHA.

| File Description | Document |
|---|---|
| Details of users and details of visits/downloads | View Document |
| Any other relevant information | View Document |
| Landing page of the remote access webpage | View Document |

**4.2.3 Institution has subscription for e-resources and has membership/ registration for the following**

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Receipts of subscription /membership to e-resources | View Document |
| E-copy of the letter of subscription /member ship in the name of institution | View Document |
| Data as per Data template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

**Response:** 1.68

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1.25 | 1.23 | 1.31 | 2.56 | 2.04 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

**4.2.5 Percentage per day usage of library by teachers and students ( foot falls and login data for online access)  during the latest completed academic year**

**Response:** 30.65

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 712

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 705

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 2226

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 1968

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 1285

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| File Description | Document |
| --- | --- |
| 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 last completed academic year with seal and signature of both the librarian and principal | [View Document](#) |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | [View Document](#) |

**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**

    1. **Relevant educational documents are obtained on a regular basis**
    2. **Documents are made available from other libraries on loan**
    3. **Documents are obtained as and when teachers recommend**
    4. **Documents are obtained as gifts to College**

**Response:** C. Any 2 of the above

| File Description | Document |
| --- | --- |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

## 4.3 ICT Infrastructure

**4.3.1 Institution updates its ICT facilities including Wi-Fi**

**Response:**

St. Xavier's College of Education's success in the field of prospective teacher making with technology, techno-pedagogy, tech-assignments, tech supported research and digital practicum solidify its spot as one of the most technologically advanced teacher training institutions in India.

Therefore, to satisfy the present demands of the new generation teacher trainees, every classroom is affixed with LCD projector and a computer. There are interactive white boards permanently fixed in two classrooms of the college and two portable smart-boards available for teaching-learning activity. The college has 102 computers and 4 laptops for teaching learning purposes.

All the desktops in the classrooms have access to internet and the entire college networking system is controlled by a local area network. Document reader is used during instructional process to show images, hand-written materials and drawings. Individual user-id is created for all the students in the ICT lab.

**Date and nature of updation**

The college student's administration software was installed from the year 2014-15 to maintain and update students' information. The Web-space for the college website, created on 03rd July 2014 was renewed on 10.09.2018.

Video conferencing system was installed in the ICT lab on 11th April, 2015. On 10th December 2015, a UPS battery was added to the ICT Lab. The ICT Lab was provisioned with a Canon Printer and Adapter on 26th February, 2017 and was upgraded with 3 Wireless Extender on 2nd March, 2017. An additional Web-space was purchased on 24th August, 2017 from Mega soft Computers. Data switch and cable were connected on 28th August, 2017 and digital wireless UPS was installed on 21st August, 2017.

CCTV surveillance was fixed with 8 cameras in the college on 22nd April, 2015. The college website was renewed on 26th August, 2015. Student's SMS software has been implemented since 2015.

Two Wi-Fi Wireless Extender was installed on 22nd January, 2016 and the college campus is Wi-Fi free from November, 2016. Two high speed Wi-Fi devices were upgraded on 3rd August 2018.

There are four kindle readers available in the library since 2015.An LCD projector for the Tamil classroom was installed on 31st January, 2017. English Language Laboratory was equipped with Headphones and other accessories on 23rd October, 2017. Indian Fire Wall for Net Least Line works made on 18th November 2017, Micro SD card for Handicam updated on 06.09.2018. Our institution increases the internet speed periodically. The three internet connections speed was increased upto 40 Mbps on 21.08.2020. The speed is increased from 40 Mpbs to 300 Mpbs from 19.04.2021 catering the need for using internet facilities.

The college had website namely www.stxaviersbedcollege.org until 2017. From 2018 onwards, four websites we use namely www.sxcedn.edu.in, www.sxcejournal.com, www.sxceaasaan.net and sxcealumni.sxcedn.edu.in., we use "Teacher Aid App" for attendance, assignment and student report/grade. The college proudly introduces a unique Micro Teaching App and TNTEU address book App. The institution offers Faculty Development Programme on Web-2 Tools. Augmented Reality training is given to the B.Ed. students and an extended lecture through Video Conferencing is organized.

| File Description | Document |
|---|---|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | [View Document](#) |
| Link for additional information | [View Document](#) |

**4.3.2 Student – Computer ratio for last completed academic year**

**Response:** 2.35

| File Description | Document |
| --- | --- |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

## 4.3.3 Internet bandwidth available in the institution

**Response:** 300

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

| File Description | Document |
| --- | --- |
| Receipt for connection indicating bandwidth | View Document |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Link for additional information | View Document |

## 4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

**Response:** B. Any 4 of the above

| File Description | Document |
| --- | --- |
| List the equipment purchased for claimed facilities along with the relevant bills | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link to videos of the e-content development facilities | View Document |
| Link to the e-content developed by the faculty of the institution | View Document |

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

**Response:** 8.78

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20.81   | 7.26    | 9.11    | 5.43    | 6.02    |

| File Description | Document |
|------------------|----------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 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

**Response:**

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

**Classrooms**

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

**Learning Resource Centres**

1. The faculty and trainees of respectivesubject will preserve the teaching- learning resources,prepared by the trainees in the learning resource centres.
2. The materials could be taken to classroom as and when it is required after registering in the notebook.
3. The materials prepared by the trainees are kept in this centre.

## ICT Laboratory

1. ICT lab is maintained by the computer programmer including stock register and informs the management periodically about the needs and status of ICT lab..
2. An attendance and suggestion registers must be available in the lab and lab is openfrom 9 am to 5.30 pm.
3. The trainees are allowed to use their own pen-drives  and access through the user name and password.

## Laboratories

1. TheEnglish language laboratory is managed by the faculty of English and it providessoftware to develop LSRW skills.
2. The trainees may use the lab in groups and itis open from 8.45 am to 5.30 pm after signing the register. The trainees or the faculty must inform Principal about any damage or needs of lab.

## Science Laboratories

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

## Library

1. Library is another Learning Resource Centre, managed by the Librarian and his assistant and it is open from 09.00 am upto 5.30 pm.
2. Students can access the availability of books through remote – OPAC
3. The candidates should return the books within 15 days from the day of issue failing which fine is imposed.
4. The individuals from outside the college should get the prior permission of the Principal.

5.   Library users should sign the Gate Register before entering the library and must  wearIDCARDinside the library.

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

8. Xavier informatics centre is maintained by the librarian with proper guidelines and security.

## Sports Complex

1. The articles of games & sports and playground are maintained by Director, Physical Education.
2. The college management provides articles for sports and games as requested by the committee for Physical Education and a register is maintained to account for the stock and the use of articles.
3. Physical Education Directorshall conduct games and sports after 4.30 p.m. daily.

| File Description | Document |
| --- | --- |
| Appropriate link(s) on the institutional website | View Document |

# Criterion 5 - 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:**

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Sample feedback sheets from the students participating in each of the initiative | [View Document](#) |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | [View Document](#) |
| Photographs with date and caption for each initiative | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**5.1.2 Available student support facilities in the institution are:**

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Geo-tagged photographs | [View Document](#) |

**5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Samples of grievance submitted offline | [View Document](#) |
| Institutional guidelines for students' grievance redressal | [View Document](#) |
| Data as per Data Template for the applicable options | [View Document](#) |
| Composition of the student grievance redressal committee including sexual harassment and ragging | [View Document](#) |

**5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Report of the Placement Cell | [View Document](#) |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | [View Document](#) |
| Data as per Data template | [View Document](#) |

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

**Response:** 26.79

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 25 | 28 | 23 | 25 | 0 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Appointment letters of 10% graduates for each year | [View Document](#) |
| Annual reports of Placement Cell for five years | [View Document](#) |

**5.2.2 Percentage of student progression to higher education during the last completed academic year**

**Response:** 25.51

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 25

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Documentary evidence in support of the claim | [View Document](#) |
| Details of graduating students and their progression to higher education with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

**Response:** 4.51

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 4 | 5 | 3 | 5 | 0 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of certificates for qualifying in the state/national examination | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1 Student council is active and plays a proactive role in the institutional functioning**

**Response:**

**Proactive role of Students' Council**

The Students' Council of our college is a congress of elected representatives from each segment of the students, based on the norms framed by the College. The council accords due representation to the students of B.Ed. and M.Ed. programmes as well as women students. The team with Chairperson, Vice

Chairperson, Secretary, Joint Secretary and the other executive members assumes the office during the inauguration of College Students Council. Further, the objectives and expected functions of the Council are clarified to the students during the inauguration. Since the Vice-Principal is the official for academic communication from the Principal to the students, he/she is the Advisor of Council to guide them in the activities. Considering the needs, growth and development of student community, the council after getting thecounsel from the Vice-Principal approaches the staff and the Principal for relevant programmes and policies. Sensing the needs of the student community the council acts in a pre-emptive manner so that smooth academic life is maintained. This is ensured through a regular meeting between Principal and council, where the concerns, interests and suggestions are received by the administration for appropriate decision making and action. Since the members represent each class and programmes, every point of consideration on student's welfare and smooth functioning of the institution is brought to the notice of the Administrators

While making them understand the functional nature of our training college by the Principal, the importance of participating in every activity is acknowledged by the members of the council thoroughly. With the assistance of Principal and Vice Principal, the council members are oriented towards their contribution to the college and the student community. This enables the council to think, plan and act proactively during the academic year. As a preparation, once in a semester leadership cultivation programme is organised.

Being aware of the need of 21st Century teacher, the council is entrusted with organising a number of curricular cum co-curricular activities in the campus. It includes the conduct of model college assembly, distribution of special khashayamduring corona season, intramural sports and cultural competitions, Christmas, Pongal day, Teacher's Day, College day and other common celebrations. The council members occupy a share in the prime committees such as IQAC, Planning and Evaluation Committee, Students' Welfare Committee, and Women Cell.

The objectives of the council reveal that the prospective teachers are to be trained in leadership qualities and citizenship. They must have the qualities of foresight, planning, team work, sense of belonging, sensitivity towards neighbhours and sacrificial helping tendency. The council members are constantly reminded of the above traits and expected to develop the same among the fellow prospective teachers. In short, they have to situate themselves with the context of growing society, imagine the future educational demands and construct themselves as effective teachers. The council is one such platform whereby proactive thinking, planning and cooperative actionsare initiated and the rest of the student community is expected to imbibe thesame spirit of dynamism and pro-activism.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| List of students represented on different bodies of the Institution signed by the Principal | [View Document](#) |
| Documentary evidence for alumni role in institution functioning and for student welfare | [View Document](#) |
| Copy of constitution of student council signed by the Principal | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years**

**Response:** 4.8

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 8 | 3 | 9 | 2 | 2 |

| File Description | Document |
|---|---|
| Reports of the events along with the photographs with captions and dates | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of circular / brochure indicating such kind of events | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**

**Response:**

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

The Alumni Association is another supportive pillar of the college which creates and maintains a link

between Alma Mater and students, both present and past. This association is affiliated to Jesuit Alumni Association of Tamilnadu, which in turn is membered with Jesuit Alumni Association of India, a registered body. This JAAI is affiliated to World Union of Jesuit Alumni. All the outgoing students are registered as life members of association.

**Significant Contributions of Alumni Association**

The association helps the institution and students through various activities such as quiz competitions, recruitment of teacher educators and academic counsellors. The chapter meetings held in different cities help in collecting the philanthropists and suggestions for the development of the college. We shall make a note of two significant contributions of Alumni/ae association below:

**a. Contribution through College Committees**

The management of the college through its decentralized administrative process invites representatives from the association. In the UGC-stipulated statutory committees namely governing body, academic council, board of studies, finance committee and IQAC, the members of the association express their ideas and suggestions freely towards the development of quality curriculum and sound decision making. Through the platform of IQAC, the members review the whole formation of prospective teachers and suggest quality student-centred programmes, leading to integral formation of students. With their wider experiences in the society, the senior members participate in the discussion of board of studies and academic council and suggest new topics and new courses. Similarly in the governing body meeting, the members put forward their appreciations along with their comments for improvement.

Considering the non-statutory bodies, the members in the college development council offer their suggestions for the long term and short term plans. Similarly in the process of planning and evaluating the functioning of the college, resolving the problems through campus grievance cell, assisting in the community programmes through extension cum student welfare committee and other informal meetings the alumni contribute a lot to the college.

**b. Contribution through 'Teacher of the Month' programme**

Every month the college invites a senior teacher preferably a retired alumnus/ae and could be the best teacher awardee of the State and Union Government, to share his/her experiences as a teacher with the current students in the college. The speaker is able to bring out the personal experiences more authentically which influences the current students to live upto an ideal. Since the speakers are members of association, they extensively dwell at the college experiences and motivate the current students to fulfil the expectations of the college and the society. This unique programme named as 'Teacher of the Month' personally impacts the students in the domain of affectivity, impelling him/her to move towards the goals of life; the speaker becomes the role model of the students. Thus the association extends its wings to protect and promote values and discipline, knowledge and respect, and criticality and commitment among the prospective teachers in their future profession.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of office bearers and members of alumni association | [View Document](#) |
| Certificate of registration of Alumni Association, if registered | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**5.4.2 Alumni has an active role in the regular institutional functioning such as 1.        Motivating the freshly enrolled students 2.        Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.        Support to curriculum delivery 5.        Student mentoring 6.        Financial contribution 7.        Placement advice and support**

**Response:** A. Any 6 or more of the above

| File Description | Document |
|---|---|
| Report of alumni participation in institutional functioning for last completed academic year | [View Document](#) |
| Income Expenditure statement highlighting the alumni contribution | [View Document](#) |
| Documentary evidence for the selected claim | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Any additional link | [View Document](#) |

**5.4.3 Number of meetings of Alumni Association held during the last five years**

**Response:** 43

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 14 | 14 | 4 | 5 | 6 |

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| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | [View Document](#) |

**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.**

**Response:**

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

While the association comes out with concrete action plans through college development council, the representatives of association suggest various plans to the college administration to nurture and develop the talents of the students. The direct involvement of the association in recognizing, nurturing and furthering the talents could be experienced in the following activities:

Every year one of the members of executive council of the association Mr.Soosai Michael organises one or two quiz competitions in general and teacher education topics. It has created a lot of enthusiasm among the students as the questions are from the topics of current affairs as well as historical anecdotes in the form of audio-visual. The students participate in teams and the winning teams are awarded with cash prizes, sponsored by himself. His way of conducting the quiz, explanation for each question and words of reinforcement stimulate the groups to achieve more. It helps each student to recognize his/her innate potentials and develop them in proper manner.

Secondly, every year during the village camp organised by the college, the association steps in to organise medical camps for the villagers. The students are very much utilized to collect the people, distribute the medicine in an order and play the role of hosts during the programme. This nurtures among the students the quality of leadership, social service, socialisation and social analysis.

The association consciously looks at the economic background of the students and accordingly distributes scholarship to the deserving students in consultation with the Principal. This is yet another way of identifying the intelligent student and elevates him/her to a brighter future.

During the general body meeting, the association creates the opportunity for the past students to share their past experiences to the current students; kindled by their sharing, the students reframe their vision and mission, resolving to work hard towards the goals.

Since a few executive members of our association are the Principals of neighbouring special schools, they are able to orient and mentor our students in the process of moulding the prospective teachers.

The Career Guidance and Placement Cell of our college is utilising the service of our alumnus to offer career guidance to the students. Since some of the executive members of our association are the

correspondents of some schools, they are able to explain the expectations of the employers and at the same time offer them employments.

Since a good number of Alumni members of our college are working as teachers in our Model School, they mentor our prospective teachers during preliminary and intensive teaching practice.

Finally the celebration of national teacher's day becomes the best platform to orient and motivate the prospective teachers for a better life of a teacher. This event consists of special addresses, cultural programmes and at the peak of it, the ceremony of awarding 'Best Xaverian Teacher'; the students through this event are highly motivated to be a promising teacher for the upcoming younger generation.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Documentary evidence in support of the claim | View Document |
| Paste link for additional information | View Document |

# Criterion 6 - 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**

**Response:**

St. Xavier's College of Education aims at fostering a conducive climate which will ensure integral formation of prospective teachers, shining in greater competence, commitment and compassion. A conscious and consistent effort is undertaken at the level of management and planning, to initiate various programmes to fulfil the objectives of teacher education. The planning, decision making and the execution involves the staff and students to a greater extent.

**Nature of governance**

The long term plans and overall direction are headed by the Provincial and the Board of Management. Provincial the Chairman, is the chief functionary of the college and heads the Board of Management with Rector as the Vice-Chairman and Principal as the secretary. Under the leadership of the Rector, the Secretary executes the administrative functions of the college including the recruitment and employee engagement in the college while, the Principal is bestowed with the power of exercising all the academic activities of the college

Based on the vision and mission of the college of education (SXCE) the all-round and integral development of the prospective teachers is planned and carried out through various statutory and non-statutory bodies as recommended by UGC, NCTE and TNTEU.

To meet the needs of students, teachers, non-teaching staffs a multi layered bodies (Governing body, Academic council, Board of studies, Standing committee, Finance committee, and IQAC), committees (Planning and evaluation committee, student welfare and extra- curricular activity committee, scholarship committee, career guidance and placement cell, Library committee, Anti raging committee),and cells (women cell, equal opportunity cell, Appeals and grievancesredressal cell) are formed and they function effectively for the development of teachers and enhancement of skills of the prospective teachers to become agents who will promote a just humane society. On the whole, the management system is participative, democratic and cooperative. The management is very particular about maintaining a human approach and encourage the staff and students to work consciously and contribute generously to the global society.

**Perspective plans**

Perspective plans like admitting dalit and poor students, conducting social exposure programmes, coaching in communicative English, developing cultural ethos, intensive teaching practice and training on ICT skills are formulated keeping in view the mission and vision of the college. These plans are formulated through experts in various fields of education. The perspective plans are communicated to various stakeholders namely students, parents, heads of schools and school teachers through prospectus, academic calendar, website, Parent- Teachers meet alumni association andnotice –board display.

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

The representatives of the Governing Body, Academic Council, Board of Studies, Finance Committee, Internal Quality Assurance Cell, Standing Committee, and College Development Council along with the faculty, students, non-teaching staffs, the alumni/ae and the nominees of the University present their observations in various academic co-curricular, extra-curricular activities and on the administrative functioning. They propose new ideas or programmes to be included in the curriculum. They also suggest the ways and means of strengthening various activities and financial development of the college.

| File Description | Document |
|---|---|
| Vision and Mission statements of the institution | View Document |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal | View Document |
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

**6.1.2 Institution practices decentralization and participative management**

**Response:**

**Decentralized Management**

Our college has six major pillars namely academic, research, library, extension,human resourcesand alumni; each structure is shouldered by different officials but coordinated by the Principal, who envisages and directs the officials as per the vision and mission of the institution.

The academic section consists of curriculum construction, evaluation, quality maintenance and discipline and they are responsibly discharged by Dean of Academics, Controller of Examinations, IQAC Coordinator and Vice-Principal respectively; the Dean of Academics is supported by the curriculum development cell with its Coordinator. The above officials perform their duties independently as per the requirements of the management and the directions of the Principal.

The research section is handled by the director who is the senior research supervisor and appointed by the management. While taking care of the research scholars and programmes, director also coordinates publishing the research journals and books.

The heart of any educational institution is the library- knowledge resource centre and it is effectively managed by the director, efficiently assisted by the librarian. The director with the help of librarian and the committee designs the plan of developing the library and takes it to the Principal and the management.

Yet another important element of any institution is the department of extension services; it is borne by the coordinator who in consultation with the Principal acts diligently in implementing innovative and relevant

socially oriented programmes. There is another cell with a coordinator which takes care of the placement of final year students.

The secretary appointed by the management shoulders the responsibility of choosing the quality staff through the designated interview committee. Further he monitors the performance of teaching and non-teaching followed by staff development programmes duly assisted by Principal and IQAC coordinator. The staff council secretary functions as the link between the management and the staff members.

The role of the alumni association cannot be jettisoned in the development of the institution. This association is coordinated by the director who is assisted by the president, secretary, treasurer and other executive members.

**Participative Management**

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

In the same way all the co-curricular committees including students' welfare, extension service, anti-ragging, discipline, women, grievance redressal andcareer guidance and placement have the presence of parents, alumni, teaching and non-teaching staff and students.

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

| File Description | Document |
|---|---|
| Relevant documents to indicate decentralization and participative management | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions**

**Response:**

Our College was granted autonomy from 2006 onwards. Various committees were formed to plan, implement and evaluate the academic and non-academic activities in the college. These committees were composed of representatives of management, university, government, faculty, students, alumni/ae and

parents.

## Financial Transparency

Before preparing the budget, the secretary collects the list of requirements from the staff needed for curricular and co-curricular programmes. Later the finance committee considers and deliberates on the needs of the institution, the purpose and utility of such expenditure. Accordingly the Finance Committee recommends to the Principal to allocate funds from the UGC autonomy and development fund for various items namely infrastructure, library books, laboratory equipments, teaching aids, and office needs. The committee also approves the tentative budgetallocating funds for training programmes, seminars, workshops and conferences for faculty and students. Such biannual meeting has enabled the institution to grow from strength to strength.

## Academic transparency

A quality curriculum is viable only where there is space for deliberations, interaction and evaluations. This process is ensured through the statutory bodies namely board of studies, academic council and the governing body. While the board of studies and academic council critically reviews the curriculum and its implementation in teaching and learning,the governing body assesses objectively and approves the suggestions and modifications after proper discussion. Originating from the student upto the parents and the society, every stakeholder has representations in the curriculum construction. The regular feedback at the interval of every semester from the students, staff and the experts through statutory bodies present our curriculum transparent and relevant. Further the transparency of the evaluation is strengthened with external valuation for UG and double valuation for PG. The non-statutory bodies through a regular meetings and resolutions aid the Principal in running of a transparent and enriched academic programme.

## Administrative transparency

Considering the expectations of the stakeholders and the opportunities available, every effort is initiated to make the administration transparent and the stakeholders well informed.

The attendance and discipline of the students is well maintained with the proper communication to the parents through attendance software. The academic performance of the students is conveyed to the parents through parents' meeting and all the communications connected with academics and extension services are displayed in the college notice board, websites, e-mails and whatsapp. The academic window for the review of the curricular and co-curricular activities is always open for the stakeholders through the functioning of committees of IQAC, planning and evaluation, students' welfare, grievance redressal and career guidance and placement. The admission process remains transparent with the inclusion of representations of management, teaching and non-teaching staff. The deserving poor students irrespective of caste and creed avail the scholarship from the management through the objective recommendations of the tutor ward system. In summary, the college provides sufficient opportunities to the stakeholders to know about the day today functioning of the college.

| File Description | Document |
|---|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic plan is effectively deployed**

**Response:**

The strategic plan is developing communicative skills for employability and this is realized through various stages of deployment of strategies as given below. It is generally agreed that every student tries consistently to speak in English and help others in the campus. Similarly every faculty promises to converse with students in English in the college campus including classrooms and personal meetings.

**Tongue twister**

In the beginning of the academic year, tongue twisting training is offered by the faculty of English during the class hours. This training makes rural boys and girls to pronounce and articulate the words of English according to the phonetics. The impact of tongue twister on a student teacher is he or she becomes confident to speak English with correct intonation. **Intensive English Training**

As a second stage, Intensive English Training is conducted to the first B.Ed students for a period of 28 days. In this training the basic grammar like conjugation, parts of speech, sentence pattern, functional English etc… are instructed. Also as part of the practical sessions, elocution, debate, dialogue, presentation of skits, composition writing and loud book reading are included. Thus every first B.Ed student teacher acquires the skill in listening, speaking, reading and writing. This facilitates the student teacher to learn subjects easily and present them legibly.

**English Language Teaching**

As a follow up of intensive English training, a two day ELT programme is offered to all the first B.Ed student teachers through activity based learning. This course has enabled the students how a language is built on pronunciation and articulation. Thus the students develop a conscious effort to think and speak in English correctly.

**College Assembly**

Every Monday each subject group is expected to organize the college assembly for forty five minutes. In these assemblies, students themselves plan, organize and execute the various aspects of conducting the assembly in English. This facilitates them with courage to face a group of students and address in English. Entire assembly is conducted in English except the student teacher for Tamil. Thus the importance of speaking English is strengthened through organizing and conducting assembly. Also

Morning prayers and doing Master of ceremony for various programs in English is made compulsory to all the students

**English Cultural Saturday**

In addition to the above, the second Saturday of every month was observed as the English cultural Saturday where cultural programmes including skits, conversations, speeches, songs and other items were staged in English only; earlier the students were divided into different groups and allowed to exhibit their talents as a group on a particular theme. This innovative programme brought about a change in their social relationships as well as communicative language.

**Strengthening English Language Proficiency (SELP)**

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

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |
| Link to the page leading to Strategic Plan and deployment documents | View Document |

**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.**

**Response:**

St. Xavier's College of Education is a minority institution administered by the Jesuits of Madurai Province. The Provincial of the Jesuit Madurai Province is the Chairman of the Governing Body of the college. The appointment of the Principal, the Secretary and other religious staff is decided by the Provincial.The Rector of the college is the Vice- Chairman of the Governing Body of the college, who is responsible for framing policy decision, administration and management decision. The Principal co-ordinates and monitors all the academic activities of the college with the assistance of the faculty.Important matters such as drawing Institutional Policies, starting of new programmes, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Board of Management duly assisted by the Chairman and the Jesuit Higher Education Commission. In case of urgency the standing committee of the Board of management is convened and decisions are made. The recruitment process is carried out by the Jesuit Madurai Higher Education Commission as per the guidelines of NCTE. There are statutory and non-statutory bodies to facilitate the Principal for taking valid decisions in a democratic manner.

**STATUTORY BODIES**

The following are the statutory bodies constituted as per UGC guidelines for the effective functioning of the autonomy.

**Governing Body**

This Governing Body serves as the highest policy and decision making body. It approves curriculum proposal of the academic council and directs the Principal with regard to curricular and co-curricular activities. This body also reviews the audited statement of Government funding and approves the annual budget. Further any other relevant policies or decisions are resolved after the deliberations.

**Academic Council**

This is the apex body with regard to curriculum formation and hence approves the curriculum suggested by the board of studies. This council also guides the Principal in matters related to examination, innovation and human resource development. Further it approves the introduction or the withdrawal of any course or programme after due deliberations.

**Board of Studies**

The Board of studies comprising the whole faculty, university nominee and a few external expertsgenuinely assesses the need for changes in the curriculum and presents it to academic council for its approval. This board receives the feedback from the students and other stakeholders and brings it for discussion in the group. Critically looking at content of the curriculum, this body adds or deletes the topics based on the modern trends.

**Finance Committee**

The Finance committee decides on the allocation of money to various activities in the college, from the fund of the Government and reviews the audited statement of accounts followed by the approval of the budget.

**Non-Statutory Bodies**

The college has constituted various non-statutory bodies and cells as per the statutory and other requirements to address matters related to admission, examination, IQAC, College Development, Planning and Evaluation and Academic and Administrative Audit. There are also other committees related to Students' Welfare, Appeals and Grievance redressal, Scholarship, Career Guidance and Placement, Women, Library, Research and Alumni.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Link to Organogram of the Institution website | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

**Response:** A. Any 6 or more of the above

| File Description | Document |
| --- | --- |
| Screen shots of user interfaces of each module | [View Document](#) |
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual e-governance report | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

**Response:**

As per the vision, our college stands for the integral formation of the trainees; one of the aspects of integral formation is to impart the values of brotherhood, social justice and dignity of labour and make them the agents of social change. Accordingly the management makes effort to offer opportunities to the students to reach out the downtrodden and poor who have been neglected by the society. This creates a sense of belonging, an urge towards social justice, a habit of sacrifice and a desire to become God's instrument of social change. Understanding the importance of mission the staff council resolved on 3rd October 2017, to kindle the minds and hearts of the students towards the poor and the special children by requesting them to help generously in terms of cash and kind. This was named as 'Joy of Giving' meaning that the person derives joy in giving and finds meaning in his/her life. This also instilsa helping attitude and a practice of sharing in the minds of students. This programme was put into effect in the college through which each and every student contributes without force what he/she has and what each one can afford. A box was kept in the corridor of the college and whoever likes to offer cash or kind can place them in the box. They are collected by the staff-in-charge every week and distributed to the really deserved and deprived people by the students and staff after consulting the Principal.

As per the resolution of staff council/extension service committee, on 14thOctober 2017, Fr. Principal, staff and students visited the home for the handicapped at Anaiyarkulam and shared toilet articles, stationeries, plates, eatables, story books, towels etc. and cash of Rs.3000/- from staff and students.

In order to strengthen this activity it was decided to collect 'one rupee a day' from the student teachers to contribute towards deserving people from the year 2018-19. On 14th June 2018 this scheme was discussed in the extension services committee meeting and was approved by the committee members to collect one rupee a day from student teachers in the pedagogy groups. Every week six rupees were collected from all the students and a separate account was maintained.

In the follow up of this activity, the members of the extension committee decided to help the deserving people in the society. The money collected throughjoy of giving to be distributed to the poor either by cash or kind that are essential for the daily life.

On 20th December 2018, we celebrated Christmas day with the mentally retarded children at St. Anne's School for mentally retarded children and home for aged.

On another occasion the extension committee meeting held on 21st November 2019 it was resolved to celebrate Christmas day on 18th December 2019 at St. Anne's School for mentally retarded children and home for aged.

Thus the programme of 'Joy of Giving' has reminded unique and an accomplishment of the vision.

| File Description | Document |
| --- | --- |
| Minutes of the meeting with seal and signature of the Principal | [View Document](#) |
| Action taken report with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**

**Response:**

**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; it provides academic, physical,finance, medical and emotional assistances so that they could function efficiently and effectively.

**I. Academic facilities**

1. Academic growth of every faculty is addressed whenever they want to attend seminar, conference or workshops, orientation or refresher courses.
2. The faculties are provided with registration fees to attend seminar, workshops and conferences provided they present a paper.

3. The staffs are financially supported to publish single author papers in the journal with ISBN.
4. The faculties are funded with seed money to do in-house research works.
5. Best Library users are awarded
6. Orientation programs and faculty development programmes are conducted to the staff
7. They are encouraged to publish books.
8. Freedom is given to serve as resource person and do consultancy services in other institutions.
9. Faculties are given permission to do higher studies connected with their profession.
10. Staff members are allowed to borrow ten books at a time.

## II. Physical facilities

1. Staff are given a separate cabin with adequate facilities to prepare for their classes and research
2. The Bonhoure Research centre is always available with adequate facilities for research and consultation.
3. Free computers and Wifi facility is available for staff.
4. Staff could avail freely the photocopy for their academic purposes.
5. Separate rest rooms for men and women faculty are available
6. Staff quarters for non-teaching staff are available.
7. Play grounds and games articles are available according to choice of games.
8. Separate parking shelter is available for staff

## III. Finance facilities

1. Loan facilities for both teaching and non-teaching is available and they could return the loan with no interest but at affordable instalments.
2. Medical allowances to non-teaching staff are available.
3. Staff tour expenses are met by the management.
4. In times of emergencies the management provides with financial assistance to take care of the medical expenses of the family members

## IV. Medical facilities

1. Maternity leave for management women staffs with threemonthssalary is paid.
2. Medical leave is sanctioned according to their needs.
3. First Aid Kit is available for staff.

## V. Emotional Assistance

1. Emotional bonding and appreciation is created by attending the family functions including marriage, house warming, religious functions and last rites.
2. Retreats/ counselingisarranged to the staff for a day in different locations.

| File Description | Document |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | [View Document](#) |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response:** 42.39

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 9 | 9 | 5 | 4 | 12 |

| File Description | Document |
|---|---|
| Institutional Policy document on providing financial support to teachers | [View Document](#) |
| Income Expenditure statement highlighting the financial support to teachers | [View Document](#) |
| E-copy of letter/s indicating financial assistance to teachers | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificate of participation for the claim | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 34

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 14 | 4 | 6 | 4 | 6 |

| File Description | Document |
|------------------|----------|
| List of participants of each programme | [View Document] |
| Data as per Data Template | [View Document] |
| Brochures / Reports along with Photographs with date and caption | [View Document] |
| Link for additional information | [View Document] |

**6.3.4 Percentage 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**

**Response:** 72.83

6.3.4.1 **Total 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 during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17 | 0 | 19 | 15 | 16 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document] |
| Copy of Course completion certificates | [View Document] |
| Link for additional information | [View Document] |

**6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**

**Response:**

**Performance appraisal for teaching staff**

The Performance appraisal system is an essential mechanism that helps to provide information for assessing professional skill, knowledge and behaviour pattern of the employees. It also helps the

management to identify the gap among the employees in their professional life.

In St. Xavier's college of Education, performance appraisal system for teaching staff is conducted by the internal quality assurance cell and the management of the college at the end of each semester. The assessment on each staff is done by Principal, management and students objectively by serving a questionnaire with a scale of 1-5 indicating 'very weak to very good'. The questionnaire deals with different dimensions including completion of the syllabus, class preparation, content delivery, interaction with the students, availability in the college and personal presentation. After receiving the feedback from the above three persons, it is analysed and findings are submitted to the secretary who inturn enlightens the staff with appreciation and suggestions. The staff members are expected to peruse the report and clarify the same with the secretary. As a follow up, the staffs have to submit the future action plan to fill up the gap so that teaching learning process continues to be developed.

It is to be noted that every staff member is assessed by the students of each course that he/she handles; in this case each faculty will be receiving more number of feedback which will help the person to have the general understanding of the perception of the students.

Apart from the above written feedback system, the faculty is also supplied with oral information and feedback received from the stakeholders including parents, alumni and students. This feedback mostly has remained positive. At the end of the academic year, the secretary generally reviews the academic situation with faculty and encourages the person for a better future. Similarly the Principal in the beginning of the academic year as he assigns the courses to be handled, appraises the staff of the last year challenges and the opportunities for the upcoming year. Thus a regular and fruitful feedback system is in vogue.

**Performance appraisal for non- teaching staff**

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

Secondly, a questionnaire prepared by the students' council members is administered among the students and the information is collected on various aspects such as availability, punctuality, behaviour, efficiency swiftness and empathy. The final findings are shared with the individuals followed by the group interaction whereby the expectations of the management and the other stakeholders are illuminated with the non-teaching staff. On the whole, a regular oral as well written feedback mechanism is maintained.

| File Description | Document |
|---|---|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | [View Document](#) |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal or/and external financial audit regularly**

**Response:**

St. Xavier's college of education is a grant-in-aid College in education. It has also management teaching and non-teaching staff besides grand-in-aid teaching and non-teaching staff. The internal and external financial auditing is conducted in the following manner.

**The internal audit**

1. The college is run by the Society of St. Francis Xavier; it has the system of campus finance officer who takes care of the financial status of three sister institutions including our college.
2. Every transaction is duly monitored and sanctioned by the campus finance officer through a double signatory system. The accountant of the college collects, maintains and monitors all the bills, vouchers and estimates.
3. The annualas well as quarter financial auditing of our college is done by the institutional auditor who is duly approved by the management.
4. At the end of every quarter of the financial year, the accounts of the college is audited and the auditor submits a report regarding the maintenance of vouchers and bills, tax deduction at source (TDS), GST deduction, entry of items of cheques for various expenses, and the issue of amount through electronic transaction. Then the accountant and the Secretary of the college carry out the suggestions and recommendations of the auditor.
5. The annual audit is done internally by the institutional auditor at the beginning of April.
6. During the month of February the Secretary in consultation with staff and the unit Jesuits prepares the budget for the following year based on the income and expenditure carried out for nine months upto December of the previous year and submits to the campus finance officer.
7. This proposed budget after due review and clarification, by the team appointed by the chairman of the college, is approved by latter and sent back to the Secretary for implementation.

**The External Audit**

1. The external audit of accounts of St. Xavier's College of Education is done annually by the auditor from theRegional Directorate of Collegiate Education and the AG auditor.
2. The Audit done by the Regional Director of Collegiate Education (RJDCE) looks into the grant-in-

aid salary of the faculty and the non-teaching staff and their service benefits like ACPF and festival advance from the Department of Collegiate of Education. They also assess the deductions (income tax, EPF, ESI) to be done officially to the grant in aid staff.

3. If there are objections notified by the external auditors (RJD & AG) to the Secretary, clarifications are sought from the officials on how to rectify them, accordinglythe accountant of the college in consultation with Secretary and Principal does the required rectifications immediatelyand the compliance report is sent to the offices of RJD and AG.

| File Description | Document |
|---|---|
| Report of Auditors of last five years signed by the Principal | View Document |
| List of audit objections and their compliance with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

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

**Response:** 0.75

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 1.26 | 1.08 | 1.22 | 0.05 | 0.13 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document |
| Data as per Data Template | View Document |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document |
| Link for additional information | View Document |

**6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

**Response:**

**Mobilization of Funds**

Our college is one of the three institutions run by the Society of St. Francis Xavier. Following are the ways of flow of fund for the running of our institution.

1. **Government sources**

Our college is a minority cum aided institution and hence we have the grant-in-aid towards the salary of half of the faculty. We do receive sponsorship for the academic conferences from UGC, NAAC, ICSSR, SSA, NHRC and TANSCHE. Further the college being autonomous and falling in 12(b) and 2(f) category, UGC provides autonomy fund as well as development fund. Our students also avail various scholarships from central and state governments as per the Government notifications for educational support.

1. **College fees**

Another source of major income is the college fees paid by the students. Students are allowed to pay the college fees in instalments but the examinations fees have to be paid before each semester examination. This is the main source of income through which the salary of the self-financed teaching and non-teaching staff, day-to-day maintenance of the college such as electricity, water, stationary, minor and major maintenance, major and minor celebrations and students' welfare programmes are undertaken. The fees collected are invested in the bank and the interest amount of the deposits is utilized for running of the programmes.

**a. Alumni**

The alumni/ae of our institution sponsor the educational expenses of some of our students and help in running the annual programmes of the association.

**b. Retired staff**

The retired staffs of our college generously donate funds which are established as endowment funds, to be spent for the welfare of the students as scholarship.

**c.Society of Francis Xavier**

The society which runs the college offers the major scholarship programme namely Jesuit Educational Support, given to the students, properly identified by the faculty and scrutinized by the scholarship committee. The society further looks into the major institutional needs like new building, electronic elevator and purchase of new instruments. Whenever there is a shortage of fund, the society pitches in and helps the institution run smoothly.

**d. Optimal Utilization**

Though we spend more from the fee collection, the college awaits always the fund from UGC through autonomy and development schemes so that more innovative and relevant programmes could be conducted with proper planning and apt resource persons. Needless to say, it adds more opportunities and strength to

the quality teacher education.

Apart from UGC funding, the college strives to save money from the college fees by minimizing the expenses on the enlisted programmes and maintenance works; which means a critical and reflective outlook is paid on the budget preparation and the quarterly internal auditing by the Society. It is worth mentioning that we try our best to collect donations from the alumni/ae and the well wishers. Therefore the optimal utilization of the funds rests in the hands of college secretary and the campus finance officer by properly looking into the needs of the present and the future and execute the activities accordingly.

| File Description | Document |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

## 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**

**Response:**

**Quality Assurance through IQAC**

IQAC practises the following strategies for quality assurance.

**a. Academic and Administrative Audit**

The college has conducted AAA three times in the past for the period of 2015-2020. This event of AAA helps the institution know the strengths, weaknesses, challenges and opportunities and the recommendations through the eyes of the external experts who interact with the faculty, administrative staff, management and students in detailed manner. The recommendations are further taken up in the IQAC meetings for discussion and actions are accordingly initiated. It remains as a good evaluation by the outside agency.

**b. Feedback from students**

The students, the prime stakeholder and the beneficiary of IQAC process are consulted at every possibility of interaction. The IQAC manages to have feedbacks from the students on the faculty for each course, on curriculum in each semester and students satisfaction survey for every semester. Feedback at the end of each programme is also collected. With regard to internship in the schools, feedbacks are received from the students on their performances and experiences in the schools. Collating the above feedbacks, further process of decision making and planning are done in the staff council meeting.

## c. Feedback from internship schools

The Headmaster, guide teachers, students of schools where our students go for internship evaluate and present the feedback as per the format given by the IQAC on the dimensions classroom teaching, classroom management, personal behaviour and job readiness.

## d. Feedback from alumni/ae

The alumni/ae of our college who have been employed in different schools based on their experiences pass on the comments and suggestions to the institutions on curriculum and other developmental needs.

## e. Feedback from the staff

The IQAC before going for board of studies and academic council collects the feedback from the faculty through questionnaire and pre-board of studies meeting.

## f. Regular meetings of IQAC

Through regular meetings of IQAC, twice or thrice in a year, the appraisal of the quality of teaching-learning, co-curricular activities and other programmes is effectively undertaken. The meetings mainly focus on seven criteria identified by NAAC and thus care is taken for the maintenance of quality education. IQAC also monitors whether Course plan and learning materials are uploaded by the faculty in their websites and the conduct of Entry and Exit behavior tests to find the quality improvement in the students.

## g. IQAC Newsletter & AQAR

1. and dissemination of various programmes and activities of the college is done through the publication of IQAC Newsletter and uploading of AQAR in the college website; this reaches the past students who in turn appreciate the innovations and suggest new initiatives towards quality education.

| File Description | Document |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <u>View Document</u> |
| Any additional information | <u>View Document</u> |
| Link for additional information | <u>View Document</u> |

### 6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

**Response:**

The main objective of IQAC is to maintain quality and excellence in all the events occurring inside the

campus. In the process of teaching- learning, at the end of every semester, the Dean obtains feedback from the students on curriculum. The students express their views on relevance of the content, skill oriented training and the pedagogy. These feedbacks are analysed and informed to the faculty who do the corrections in the syllabus and later discussed in the Pre-Board of studies. Again it is considered at the Board of studies and Academic council in the presence of external experts. The suggestions are considered and approved in the governing body. For example, students expressed that the intensive English training must be continuously implemented throughout the two year programme; accordingly a course on 'Strengthening English Language Proficiency' was offered for one semester and later extended to three semesters.

Secondly at the end of every semester the students are asked to assess the subject knowledge, teaching skills, commitment and attitude of the teaching staffs through a questionnaire. Feedbacks are analysed and presented in the desk of IQAC. In turn the secretary of the college distributes the reports to the staff with his observations and feedback and discusses with them on how to improve the content transaction. Accordingly measures are initiated to improve the teaching-learning process.

IQAC is expected to play a vigilant role in orienting the faculty in adopting innovative methods , strategies and techniques in classroom teaching, submission of assignments, practicum and in evaluation process.

Academic and Administrative Audit (AAA) conducted every year is a continuous process of self-introspection and a systematic and scientific process of reviewing the quality of academic and administrative system. Two external examiners are invited to evaluate the activities and programmes of the college. Based on their observations, suggestions and recommendations of the report, actions are initiated.

Keeping in mind the skill oriented education, and the performances of students in various programmes of the college, the following skills have been emphasized by IQAC through various activities.

**Skill Oriented Education**

The prospective teacher is expected to converse with peers and students fluently in Mother Tongue as well as English. Hence IQAC has made it obligatory to go through communicative English programme in the beginning of the academic year and later English Cultural Saturday. Similarly training in Mother Tongue communication is also emphasized. Secondly to have systematized, structured and well-designed teaching-learning activity, an effective time management skill is offered through a one day seminar on 'Time Management' to the prospective teachers. Thirdly based on the observations of the members of IQAC in particular during the conversation in the classroom, it is found that the emotional intelligence of the students is very low; especially self-awareness, self-management and social management were lacking. Hence IQAC considered to have a two day personality development programme so that a free and respectable conversation occur during the teaching-learning process in the classroom. Thus a continuous review of teaching-learning is upheld by IQAC in the college.

| File Description | Document |
| --- | --- |
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response:** 12.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 18 | 15 | 9 | 9 | 11 |

| File Description | Document |
| --- | --- |
| Report of the work done by IQAC or other quality mechanisms | [View Document](#) |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms;  Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Feedback analysis report | View Document |
| e-Copies of the accreditations and certifications | View Document |
| Data as per Data Template | View Document |
| Consolidated report of Academic Administrative Audit (AAA) | View Document |

| | |
|---|---|
| Link to the minutes of the meeting of IQAC | View Document |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | View Document |

**6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

**Response:**

The following are the incremental improvements achieved within the institution in the last five years

**Introduction of TET preparatory programmes**

St. Xavier's college of education always finds its place in mouldingthe young generation to fit into the need of the society. In other words, the college makes the prospective teachers ready for the job by fine-tuning the curriculum and other programmes. One example will be to get the prospective teachers ready to appear for Teacher Eligibility Test. As per the government norms TET exams are the minimum qualification required to get appointments in schools to work as a teacher. To train the students to get through in the exams, earlier special units on school subjects were added in optional I and Optional II syllabus. Further listening to the feedback of the students, at the week end special mock test were conducted, at the third stage a course on Subject Knowledge Competency was added as an internal course carrying specified marks to be printed in the consolidated mark statement. This gave an opportunity for the students to go deep into the subject content. Hours are allotted in the timetable for conducting periodic exams. This helped the students to get through the TET exams.

**Strengthening English Language Proficiency**

LSRW in English is the basic qualification for any teaching professional. Being aware of the above, we began with the exercise of Tongue Twister which concentrates on phonetics and pronunciation, preceded by listening to the word carefully and dividing it with proper syllables. Assessing the success in this exercise and observing the need for spoken English, the college went ahead with a four week internship English training, composed of structural English and activity based communication. This enabled our students to have a quick grasp of the basic grammar, sentence pattern and spoken language. This was followed by a two day workshop on English Language Training through which the apprehensions and fear towards speaking in English is minimized. Reaping a good harvest from the above initiatives through our

students, the faculty and the management felt the need for introducing a course on 'Strengthening English Language Proficiency' in the first semester. Again acting on the request of our students and fulfilling the requirements of job, the above course was extended for the three semesters and the achievements were entered in the consolidated mark statement.

To give more emphasis on this training, English Cultural Saturday was organizedat the second week of every month. Here the students express their thinking in English through acting and singing. Also the students are made to conduct assemblies in English and master of ceremony is done in various programmes in English. Thus our students are trained to talk fluently in English.

| File Description | Document |
| --- | --- |
| Relevant documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

# Criterion 7 - 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**

**Response:**

St. Xavier's College of Education is committed, in the context of environmental threats, to a policy of energy efficiency, energy conservation, optimum use of alternate energy and minimizing environmental pollution. Our goal is to create an environmentally clean and healthy campus and to use an economically-viable alternative energy at the service of prospective teachers.

**Institution Energy Policy**

St. Xavier's College of Education is one of the educational units of the Society of St. Francis Xavier, Palayamkottai. As per the direction of the management, institution stands for 'Optimum Alternative Energy and minimum Electricity'. Accordingly the college on an experimental basis in 2015-2016, fitted Solar Energy Panel costing Rs.1,55,337/- in the open terrace of the main building.

**Policy Implementation**

The Solar Energy Panel was found to be very productive. Thus the college took a decision, to establish Solar Energy Panels in the open terrace stage by stage. Thus with the expert consultancy of Green Tech, additional Solar Energy Panel of 4KWH costing Rs.3,99,731/- was established and it started producing energy from 2018 March onwards.

**Ways of Energy Conservation**

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

The stakeholders of the institution are instructed to switch off the lights, fans, and LCD when the classes are completed or they leave for laboratory works or they leave for intervals or lunch.

Students and faculty are asked to remind one another about the use of electricity sparingly.

They are encouraged to hold group discussion outside the classrooms either in the verandah or under the shades of trees, according to the needs of the subjects.

Staffs and students are instructed to use maximum the broad day light by keeping the windows and doors open.

Maximum number of hours of classes to be held for each class is assessed by the faculty and are asked to hold classes within limited hours of photo period that is 8 hours/10 hours.

## Use of Alternate Sources of Energy

Since we are living in a tropical climate, we have 16 hours of broad day light from 21st March to 21st September every year and 14 hours from 22nd September to 20th February. Thus our classrooms are kept open to use less number of hours of electrical power in the month of 21st February to May and from June to September.

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

There are two generators, one with capacity of 40KVA & other with a capacity of 45KVA installed and are in usage.

Solar Energy Panel of 4KWH was established and connected with the local grid.

## Power Requirement Per year

Total consumption = 28.826 KWH

EB consumption for the academic year (January 2020 to December 2020) = 25.610 KWH

Solar Production (January 2020 to December 2020) = 3.216 KWH

| File Description | Document |
|---|---|
| Institution energy policy document | View Document |
| Link for additional information | View Document |

## 7.1.2 Institution has a stated policy and procedure for implementation of waste management

**Response:**

**Waste Management Policy**

As a Teacher Education Institution, from the day one, the Prospective Teachers are instructed to pay attention to wastes and not to leaveany waste papers and wrappers anywhere in the college premises but drop it in the dust bins. Therefore the Policy is **"Less waste, more cleanliness and more cleanliness, better health".**

**Implementation Procedure of Waste Management**

·        Constant reminders to the prospective teachers to throw the papers and wrappers in the dust bins.

·        Frequent instructions to them in class hours on how to reduce the use of papers by writing the lessons in the class note books without wasting pages.

·        Periodical instructions to the students to separate the paper wastes and plastic wastes; instructed not to waste any food articles and never dumb them anywhere in the campus.

·        The prospective teachers are instructed at regular intervals about the use of water sparingly, to close the drinking water taps tightly to reduce wastage of water.

·        The women prospective teachers are asked to place the sanitary waste into the incinerator.

·        The prospective teachers are involved in campus cleaning once in a semester under Swachh Bharat scheme. They are reminded of the words "Cleanliness is next to Godliness".

·        Besides the prospective teachers, parents are reminded during the Parents - Teachers meeting about the waste management at their homes.

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

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

**Solid Waste Management**

Solid wastes are collected from the dust bins, placed in all the classrooms, staff rooms, rest rooms and around the campus (Dustbins totally fifty in the college premises) andthey are separated finally as degradable and non-degradable and processed. The housekeeping staff cleans the class rooms and campus premises daily. The organic wastes like leaves, branches of trees, seeds, flowers etc., are collected and dumped in one pit. Water is sprinkled over them which in turn get decomposed and used as manure for the plants in the campus. Usage of plastics is discouraged in the college campus.

The internal correspondences and communication to parents and students are taken care of, by the electronic media like SMS, Whatsapp and e-mails; college office is gradually becoming a paperless office. The canteen wastes are dumped into the dustbin.

**Liquid Waste Management**

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

**E-waste management**

E-waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, monitors, compact discs (CDs), printers, scanners, copiers, battery cells etc. E-waste is disposed off through vendors.

| File Description | Document |
| --- | --- |
| Documentary evidence in support of the claim | [View Document](#) |
| Link for additional information | [View Document](#) |

### 7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

**Response:** B. Any 3 of the above

| File Description | Document |
| --- | --- |
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| Geo-tagged photographs | [View Document](#) |
| Documentary evidence in support of each selected response | [View Document](#) |
| Link for additional information | [View Document](#) |

### 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

**Response:** B. Any 3 of the above

| File Description | Document |
| --- | --- |
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| Geotagged photographs | [View Document](#) |
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional link | [View Document](#) |

### 7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

**Response:**

*Maintenance of Cleanliness*

The prospective teachers are instructed to keep the campus neat and tidy through periodical announcements. They are reminded regularly to throw the chocolate wrappers, waste papers and bits of papers into the dust bins. Whenever wrappers and bits of papers are seen inside the classrooms, halls and auditorium, students are trained to collect and put them inside the dust bins. They are reminded to wash their hands and faces before dining and after dining for meals. Students are instructed not to spit anywhere in the premises and are advised to use the wash basins. Students are taught to use handkerchiefs to cover their nostrils or mouths when they sneeze or cough. Students are asked to clean their chappals, shoes and sandals at the time of rainy season prior to entering the classrooms, halls and auditorium. Students are instructed not to scratch on the walls and benches. The water cooler, drinking water taps and water tanks are cleaned every month and certificate is issued by the municipal corporation officials. Awareness is given to the students to keep their body and mind clean and healthy through the Health Club of our college.

**Sanitation**

The faculty, non-teaching staff and the prospective teachers are advised to pour water into the toilets prior to use and after use. The women cell coordinator instructs the women students about the procedure of collecting sanitary napkins from the napkin vending machine which is available in women restroom. Similarly sanitary napkin incinerators have been installed to facilitate the disposal of the used napkins in an environment-friendly way. The rest rooms are cleaned regularly using phenyl and acid. The floor is mopped and the cob-webs are removed regularly to maintain cleanliness. Counseling sessions and periodical instruction about the personal hygiene and health tips are presented to impress upon the women students about sanitation and personal hygiene.

**Green Cover**

St. Xavier's College of Education promotes green cover aesthetically and purposefully. Accordingly the *Ixoraipomea* with different colours are planted around the circle in front of the buildings. A lawn is maintained in the middle of the circle. There are around 210 trees and shrubs including shadow trees, fruit trees, and ornamental plants, apart from a specially maintained herbal garden with around 45 medicinal plants.

**Pollution Free Healthy Environment**

Gradually burning of rubbers, plastics and other non-degradable articles are stopped. All degradable materials are thrown into a separate pit and periodically covered with mud. All non-degradable materials are dumped into a separate pit and once the pit is filled in, it is shifted to the corporation waste yards. After every rain, the sweepers remove the stagnant water and channelize them to nearby trees so that there is no rearing of mosquitoes. Bleaching powder is spread all over the area where the ground is moist. Similarly periodical mosquito repellant is sprayed during the winter season and rainy season. The prospective teachers are instructed to keep the campus clean and environmental friendly.

| File Description | Document |
|---|---|
| Documents and/or photographs in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View Document |
| Snap shots and documents related to exclusive software packages used for paperless office | View Document |
| Income Expenditure statement highlighting the specific components | View Document |
| Circulars and relevant policy papers for the claims made | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 0.55

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0.82 | 1.42 | 0.20 | 0.08 | 0.51 |

| File Description | Document |
|---|---|
| Income Expenditure statement on green initiatives, energy and waste management | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link for additional information | [View Document](#) |

**7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

**Waste Management Policy**

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 **Implementation Procedure of Waste Management**

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·        The prospective teachers are involved in campus cleaning once in a semester under Swachh Bharat scheme. They are reminded of the words "Cleanliness is next to Godliness".

·       Besides the prospective teachers, parents are reminded during the Parents - Teachers meeting about the waste management at their homes.

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The internal correspondences and communication to parents and students are taken care of, by the electronic media like SMS, Whatsapp and e-mails; college office is gradually becoming a paperless office. The canteen wastes are dumped into the dustbin.

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## E-waste management

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| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

**7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

1. **Code of Conduct is displayed on the institution's website**

2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** A. All of the above

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

## 7.2 Best Practices

**7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

**Best Practice 1: Mother Theresa Evening Study Centre (MOTESC)**

 **Objectives**

The prospective teacher

·	understands the different types of learners and their ability.

·	experiments and adopts different learning methods and skills to facilitate the learning of low achievers.

·	experiences the reality of poor intelligent children and acquires a new outlook of the society.

**The Context**

Our trainees are mostly employed in the rural educational institutions where children of economically and socially weaker sections are attending the classes. When the teacher is empowered with pre-service experiences of interacting with poor children, the teaching-learning in the real school setup will be fruitful. It empowers the trainees with more humane attitude and sacrificial service.

**The Practice**

During the working days the trainees visit the study centres namely 'Joy Bhavan' and 'St. Thomas Home' from 5.30 pm to 7.30 pm for teaching and coaching to the school children. Since the trainees belong to different disciplines, the academic difficulties of all children are clarified. The coordinator registers the attendance of the students in the card everyday.

**Evidence of Success**

All the students get promoted to the next higher standard and the directors of the orphanages acknowledge the same. The trainees too have expressed high degree of satisfaction about their service to the children.

**Problems encountered and Resource required**

·        Problem of reaching the place on time and hence transport and finance is needed.

·        Need for refreshment as the trainees and the students are tired.

**Best Practice 2:Social Project**

 **Objectives:**

**The prospective teacher**

·        Becomes aware of various social issues and critically analyses them.

·            Understands the importance of social research and learns the skills of leadership and communications.

**The Context**

Teachers are the agents of social change and hence the foundational knowledge of research is a must for every prospective teacher; he/she must be aware of various social problems so that the theoretical models are connected with sociological reality in the classrooms for further reflective actions.

**The Practice**

·         The students are guided in smaller groups to identify the major social issues followed by selection of four or five significant and immediate problems.

·          Meanwhile, the Professor explains to the students to formulate objectives, methodology and questionnaire; the groups prepare  questionnaires.

·          On the day of project they are sent out, three in a group to different streets of the city, with proper instructions on interacting with the public on the identified issues. The data collected through survey are finally organized and analysed by students.

 **Evidence of Success**

Through this social project, students learn the academic skills such as formulation of questionnaire, analysis, tabulation and interpretation and social skills such as matured human behaviour, adjustment, acceptance, tolerance and sense of belonging to the society.

**Problems encountered and Resources required**

·        The public is not willing to cooperate and the crowded streets are not conducive for listening.

·        Non-willingness of the daily Newspapers to publish the results in a prominent way.

·        Lack of sufficient financial help towards the social project.

| File Description | Document |
|---|---|
| Photos related to two best practices of the Institution | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

## 7.3 Institutional Distinctiveness

**7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

*The Distinctiveness of the Institution*: Formation of the rural poor and dalit prospective teachers

**Vision**

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

**Priority**

Our college offers priority to the rural poor and dalits in the admission.

**Thrust**

The integral formation of the prospective teachers.

**Performance of our college**

St. Xavier's College of Education is a Christian minority andaided autonomous institution run by the Society of Jesus. The main objective of the Jesuit is to uplift the poor and the downtrodden people by educating them. With this objective, our college is giving priority for the rural poor and dalitsof Tamil

Nadu in admission. Tirunelveli is a place where majority of the people depend on agriculture sector as there are no large scale industries in it. It is the place where people of different culture, caste and creed are living; there is no balanced or equal growth and development among them. Economically the people are differently placed, leading to inequalities in terms of opportunities, status of life and wellness. Our college gives preference to those boys and girls of poor and under privileged in the college admission and offer variety of student welfare initiatives.

**Intensive English Training**

As the students are from rural area and having completed school and college studies in Tamil medium, they are not able to write and speak fluently in English and hence an Intensive English training programme, ELT workshop, English cultural programme and special course on English Language Proficiency are organized to develop their communicative English.

**Techno-savvy**

In the context of rapid use of ICT, students of the under privileged are provided with techno-pedagogy, training them to use the ICT facilities to the maximum.

**Social Project**

To have broader understanding of the current problems of the society and to make an empirical and critical study, an exercise of social project is organized every year.

**Soft skill development**

Soft skill development, the need of the hour is paid with sufficient attention by offering a core course which trains the target students to become aware of their potentials and weaknesses and eventually a better opportunity are made available to them to develop their hidden potentials

**Leadership quality**

To make the trainees a group of effective leaders, attitudes of hard work, punctuality and focused minds are inculcated among the target students through cultural and sports competitions, adherence to rules and regulations, yoga education and other group activities such as Mother Theresa Evening Study programme and students' council.

**Personal transformation**

A community camp, participation in street rallies in favour of social justice and ecological safety, various awareness programmes and spiritual journey enable the individuals to offer himself/herself as an agent of social change.

**Education Support**

Economically the poor students are uplifted through Jesuit Education Support, alumni scholarship and other government scholarships.

Through the above mentioned programmes, rural poor and dalits students are trained as the part of integral formation.

| File Description | Document |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

- When the institution was started in 1950 in Palayamkottai, it was the fifth teacher education institution in Tamil Nadu and the first in sounthern districts of Tamil Nadu. It had an initial intake of 30 students in B.Ed programme.
- The institution offers a special privilege to the dalits and rural poor in the admission.
- While the M.Ed programme was started in 1969, the M.Phil., programme (Education) had its birth in 1989; interestingly Ph.D (Education) programme also found its berth in the college in 1992.
- The college served as the Student Study Centre (PSC - 2574) of Indira Gandhi National Open University (IGNOU) B.Ed. programme.
- Under the request of Bharathiar University, Coimbatore and Mother Teresa University, Kodaikanal, our college served as the Study Centre for M.Ed. and B.Ed. programmes respectively during 2014 -2016 and 2015-2016 respectively.
- There are two self-financed units of NSS recognized by Ministry of Youth Affairs & Sports, Government of India.
- Our college has been recognized as Vocational Education-Nai Talim-Experiential Learning (VENTEL) Action Plan Institution by Mahatma Gandhi National Council of Rural Education,Department of Higher Education, MHRD, Government of India.

## Concluding Remarks :

The society has a lot of respect for teachers as they are the trainers of future citizens. The growth and development of a country depends on the values, attitudes and knowledge of its citizens. All these three dimensions are very much nurtured only in the classrooms and there begins the role of teachers. Which means, the pre-service preparation of prospective teachers assumes greater significance, if we want to have greater dividend in the process of making a strong nation. Therefore the teacher education has to be paid a paramount attention so that ultimately the teachers remain potential enough to build a dynamic younger generation. St. Xavier's College of Education (Autonomous), following the above vision has been serving the society for the past 71 years offering quality teacher education and producing social engineers (Ph,D.,) in Education. The campus keeps itself open for any innovative, initiative, creative pedagogy, ICT oriented training, value- laden education and socially–oriented extension programmes. So far the institution has produced more than five thousand prospective teachers, more than thousand M.Ed and M.Phil Scholars and 122 Ph.ds. Our gratitude goes to the guidance and protection of God Almighty and we promise to the nation that through our efforts we will continue to strengthen the nation.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.5 | **Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**<br><br>　1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**<br>Answer before DVV Verification:<br><br>

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 181 | 1 | 0 | 0 | 0 |

<br>Answer After DVV Verification :<br><br>

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 181 | 1 | 0 | 0 | 0 |

|
| 2.1.2 | **Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**<br><br><br>　2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**<br>Answer before DVV Verification:<br><br>

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 102 | 96 | 97 | 79 | 79 |

<br>Answer After DVV Verification :<br><br>

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 63 | 62 | 68 | 68 | 75 |

<br>Remark : Observation accepted, Input edited accordingly. |
| 2.1.3 | **Percentage of students enrolled from EWS and Divyangjan categories during last five years**<br><br>　2.1.3.1. **Number of students enrolled from EWS and Divyangjan categories during last five years**<br>Answer before DVV Verification:<br><br>

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2 | 0 | 0 | 0 | 0 |

|

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| 2.3.3 | **Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** <br><br>    2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** <br>    Answer before DVV Verification :  198 <br>    Answer after DVV Verification: 198 <br><br>    Remark : Observation accepted, Input edited accordingly. |
|-------|---|

| 3.2.2 | **Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** <br><br>    3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** <br>    Answer before DVV Verification: |
|-------|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11      | 15      | 27      | 30      | 32      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19      | 29      | 23      | 42      | 4       |

| 3.3.2 | **Percentage of students participating in outreach activities organized by the institution during the last five years** <br><br>    3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** <br>    Answer before DVV Verification: |
|-------|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 198     | 199     | 179     | 146     | 69      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 198     | 199     | 179     | 146     | 69      |

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| | |
|---|---|
| | Remark : Observation accepted, Input edited accordingly. |
| 3.3.5 | **Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**<br><br>3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**<br>Answer before DVV Verification: |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 5 | 4 | 0 | 1 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

Remark : Observation accepted, Input edited accordingly.

| 4.1.3 | **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years  (INR in lakhs)**<br><br>4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**<br>Answer before DVV Verification: |
|---|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 13.78 | 12.34 | 9.35 | 3.59 | 80.01 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 13.79 | 12.35 | 9.36 | 3.60 | 5.02 |

| 4.4.1 | **Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**<br><br>4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**<br>Answer before DVV Verification: |
|---|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 13.78 | 12.34 | 9.35 | 3.59 | 80.01 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|

| 20.81 | 7.26 | 9.11 | 5.43 | 6.02 |
|-------|------|------|------|------|

| 6.3.2 | **Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**<br><br>  6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**<br>Answer before DVV Verification: |
|-------|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 5 | 4 | 12 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 5 | 4 | 12 |

Remark : Observation accepted, Input edited accordingly.

| 6.3.4 | **Percentage 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**<br><br>  6.3.4.1. **Total 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 during the last five years**<br>Answer before DVV Verification: |
|-------|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17 | 15 | 17 | 14 | 16 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17 | 0 | 19 | 15 | 16 |

Remark : Observation accepted, Input edited accordingly.

| 6.5.3 | **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last  five years.**<br><br>  6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**<br>Answer before DVV Verification: |
|-------|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|

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| 17 | 15 | 9 | 9 | 11 |
|---|---|---|---|---|

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 18 | 15 | 9 | 9 | 11 |

| 7.1.7 | **Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**<br><br>7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**<br>Answer before DVV Verification: |
|---|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0.81 | 1.42 | 0.20 | 0.081 | 0.48 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0.82 | 1.42 | 0.20 | 0.08 | 0.51 |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of students on roll year-wise during the last five years..**<br><br>Answer before DVV Verification: |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 212 | 208 | 193 | 170 | 85 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 207 | 208 | 191 | 165 | 96 |

| 1.2 | **Number of seats sanctioned year wise during the last five years..**<br><br>Answer before DVV Verification: |
|---|---|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 180 | 194 | 196 | 180 | 196 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|

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| 196 | 194 | 196 | 180 | 196 |
|-----|-----|-----|-----|-----|

| 1.3 | **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..** |
|-----|---|

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 135 | 135 | 135 | 135 | 135 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 135 | 135 | 135 | 135 | 135 |

| 1.4 | **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..** |
|-----|---|

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 98 | 107 | 82 | 78 | 12 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 98 | 107 | 82 | 78 | 12 |

| 2.1 | **Number of full time teachers year wise during the last five years..** |
|-----|---|

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 19 | 19 | 19 | 17 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 19 | 19 | 19 | 17 |