



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		OUR LADY COLLEGE OF EDUCATION
• Name of the Head of the institution	DR. Y. STANLY SELVA KUMAR	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04423780899	
• Mobile No:	9500075917	
• Registered e-mail ID (Principal)	stanlyphd@gmail.com	
• Alternate Email ID	ourladycollegephoto@gmail.com	
• Address	Our Lady Nagar, Bharathi Nagar I street, Maduravoyal	
• City/Town	Chennai	
• State/UT	TamilNadu	
• Pin Code	600095	
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Semi-Urban	

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>TamilNadu Teachers Education University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr.G. KALAICHELVI</b>				
• Phone No.	<b>9444006994</b>				
• Alternate phone No.(IQAC)	<b>9445350806</b>				
• Mobile (IQAC)	<b>9445350806</b>				
• IQAC e-mail address	<b>ourladynaacdocument@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>starlinshyla1976@gmail.com</b>				
<b>3.Website address</b>	<a href="http://www.ourladycollegeofeducation.com">www.ourladycollegeofeducation.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.ourladycollegeofeducation.com/index.php">https://www.ourladycollegeofeducation.com/index.php</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.ourladycollegeofeducation.com/course_BED.php">https://www.ourladycollegeofeducation.com/course_BED.php</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 3</b>	<b>B</b>	<b>2.89</b>	<b>2014</b>	<b>21/02/2014</b>	<b>20/02/2019</b>
<b>6.Date of Establishment of IQAC</b>			<b>04/08/2010</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Nil</b>		

<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	No File Uploaded	
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>No</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>* COVID-19 Awareness Drive under TNTEU Guidelines. * National Webinar on 'Virtual Teaching Learning Opportunities &amp; Challenges * National Webinar on 'Leading Indian Education In Global Context- A Policy Initiative' * Celebration of National Girl Child Day &amp; World Health Day</p>		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
In the meeting held on 15 January 2021, it was decided that the faculty members will coordinate the organisation of Seminars, Conference, Enrichment Lectures, Scholastic & Co-Scholastic Activities. During the session the following Webinars were organised:	Various Co- Curricular Activities were also organised.
Organisation of National Seminar	Organised a National Webinar on 10th July 2020 'Virtual Teaching Learning Opportunities & Challenges
Organisation of National Webinar	Organised a National Webinar on 15th Nov 2020 'Leading Indian Education In Global Context- A Policy Initiative'
Organisation of Inter college Competitions	Organised Inter college Competitions on 6th April 2021
<b>13. Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020	12/12/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
The entire program has an interdisciplinary approach, the students in their pedagogy subject are trained to use an interdisciplinary approach while teaching their subject. Their respective subject is related to other subjects. Other aspects such as value orientation, research, Environmental conservation, community sensitization, usage	

of ICT, culture, and tradition are all incorporated while teaching the concepts.

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

Students are encouraged to get themselves registered on the ABC platform developed by the National e - Governance division under the Digi Locker framework.

The introduction of the concept of Academic Bank of Credit (ABC) is one of the novel provisions of the newest National Education Policy 2020 (NEP 2020). ABC will be helpful to the students who are enrolled in undergraduate and pgraduate degree programmes by providing multiple entry and exit points with regard to various academic programmes. The ABC enables students to earn and secure credits from registered Higher Education Institutions as well as from schemes such as SWAYAM, NPTEL, and other upcoming Massive Open Online Courses. Our Lady College of Education, Maduravoyal, Chennai is an affiliated college to TNETU, Chennai, which is a state university; as such, it adheres to the curriculum and structure established by the affiliating university. The institution will adhere to the guidelines of the affiliated university and the state's Higher Education Department. The College will follow the roadmap prepared by the University or the Education Department to implement the ABC. At the College level, programmes have been initiated by several Departments such as Fine Arts and Home Science in which students are assigned credits/weightages in internal assessment on behalf of their work in various projects.

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

Development of teaching skills:

Class Management Skills Observation Skills Students' engagement skills Time Management Skills

Small Group Discussion Skills Conflict Management Skills Reading, Writing & Thinking Skills Communication Skills

Development of Meta-Cognitive Skills Development of Stage Management Skills

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

The medium of classroom instruction has always been Vernacular

Language.

Students are oriented to ancient Indian Knowledge enunciated in Vedas and Upnishadas while teaching Philosophical Foundations of Education.

Statues of educationists and great saints have been installed in the campus and students are given deep understanding of life and phiolosophy propagated by them

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

Teachers strive hard to prepare and present the instructional material in such a way that leads to Outcome Based Education.

The entire curriculum and teaching learning process of the college is focused towards preparing students for future job prospects. Many departments, for instance Home Science, Fine Arts, Information & Technology, etc. focuses on developing skills related to specific fields, directly linking the learning process with the outcomes. Students in the Home Science department are taught sewing, cooking, art, and craft so that they can become self-sufficient and earn a living.The IT department prepares students for a variety of technical positions. The college also hosts a job fair where several schools participate and select students from across the courses. Students are also taught qualities such as confidence, impressive speaking skills, teamwork, honesty, and effective time management, which are useful in all aspects of life. They are given time bound assignments and group projects that help shape their overall personality.

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

During the COVID-19 pandemic period, online education provided by the faculty members proved to be a boon for the students which gave them an opportunity to come to terms with synchronized and synchronized modes of online learning.

Students also got an opportunity to present their assignments and lesson presentations through online mode which was a distant dream for them.

The process paved a way to Digital India.

## Extended Profile

### 1.Student

2.1 132

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 4

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 111

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 111

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 97

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	30,86504.88
4.2 Total number of computers on campus for academic purposes	200
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	13
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	25
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The fundamental courses, pedagogy, and courses related to enhancing professional competencies are reviewed to enable students to understand and apply the knowledge during the internship. Periodic reviews of the POs and COs are executed to articulate the essential learning outcomes which enable curriculum revision and development. This regular annual revamping with minor changes makes the curriculum more contemporary and relevant.</p>	



File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**A. All of the above**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and**

**A. All of the Above**

**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

### 1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

#### 1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

12

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

#### 1.2.2 - Number of value-added courses offered during the year

07

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

07

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

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

87

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

87

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

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

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

6

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

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

**For fundamental or coherent understanding of the field of teacher**

education, various teaching methods, strategies, group discussions, brainstorming sessions, one to one discussion, cooperative learning and internship programmes are undertaken by the institution which also provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization like-

For B.Ed. Programme: Under the broad curricular area in engagement with the Field, a 16 weeks duration internship programme is being allocated for tasks, assignments, Teaching Practice and school internship. During the internship, a student-teacher works as a regular teacher and participates in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

For M.Ed. Programme: Internship programme is being organized in such a way that involves all students' engagement for specific period in a Teacher Education Institute/ school for field experience associated with the specialization that students opt for.

Sem 1: Internship Phase-I at Teacher Education Institute for Three weeks.

Sem 2: Internship Phase-II at Teacher Education Institute for Three Weeks.

Sem 3: Internship in Specialized Area (Elementary/ Secondary Level) in School for 28 Days)

To develop the necessary Skills or Competencies, various co-curricular activities, working on projects, seminars/ workshops/ conferences/ webinars, extension lectures, university outreach programmes and Corporate Social Responsibility activities are organized during the session.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

For school internship programmes, pre & post internship sessions are conducted to familiarize the students for development of school system and related aspects. During internship programme students interact with the school administrative staff and teachers on regular basis and conduct various activities.

Consequently they come to know about the assessment system, norms and standards of the school, state wise variations, etc.

Our tie ups with National and International schools help the pupil teachers to understand the functioning of various boards of school education. They understand different assessment systems, norms and standards and state wise variations too. The Principals of different schools are also invited for extension lectures.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Organizing and participating in morning and thematic assemblies, National and International days' celebration, co-curricular activities, writing for wall magazine, etc. go a long way to develop understanding of the interconnectedness of various learning engagements among students and make them ready for the professional field.

House system & sports activities inculcate the values of discipline, punctuality, time management, coordination, cooperation & team spirit among students.

Students are also appointed as members in various college committees. They also hold responsibilities for smooth conduction of different programmes in college. They are also trained to use the e-platforms like Zoom and Google meet to conduct meetings, present lessons, taking examinations, creating google classrooms and google forms, etc. to make them ready for the professional field.

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

#### 1.4 - Feedback System

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

All of the above

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

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

Feedback collected and analysed

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

135

##### 2.1.1.1 - Number of students enrolled during the year

135

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

135

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

135



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

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

0

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

0

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

## 2.2 - Honoring Student Diversity

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

- The institution assesses the learning levels of the students in two ways at the time of the commencement of the programme. Students enrolled in teacher education programmes are identified as per their learning needs based on their Higher Secondary and graduation marks and then a teaching aptitude

test is conducted by the college.

- A bridge course - "Basics of Computer and Internet" for students is arranged by the college and ICT experts are invited to impart knowledge about hands-on experience on computers and creating technology aided lesson plans.
- A Bridge Course in Communication skills to help the Tamil medium students to cope with collegiate education is also organized.
- The college enhances the intellectual capability of advanced learners by motivating them to take part in presentations, seminars, quizzes and group discussions.
- Meritorious students are allowed to borrow more books from the library than other students.
- Advanced learners are provided career guidance to appear for competitive examinations like CTET, NET, etc

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

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Six/Five of the above

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

<p><b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b></p>	<p><b>Two of the above</b></p>
--	--------------------------------

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

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

**5:1**

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

**25**

--

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

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

- • Experiential learning is provided through school internship programmes for both Teacher Education courses i.e. B.Ed. & M.Ed. so that students may learn by doing/ teaching in real settings and activities like cook without fire are also organized.
- • Teachers also encourage participative learning approaches wherein students take part in various college activities to augment social development which has taken a back seat in the present scenario.
- • Brainstorming and problem solving methodologies are also used and students are encouraged to solve academic problems.
- • Group discussion is encouraged for suitable topics and also when students participate in pre & post internship programmes so that varied ideas can be obtained.
- • Teachers of the College try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards.

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

**2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://www.umis.tn.gov.in">www.umis.tn.gov.in</a>
Any other relevant information	<a href="#">View File</a>

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

67

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

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

**Four of the above**

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

- Continual mentoring is provided by teachers for developing professional attributes in students such as group activities are organized to make them learn working in groups and to develop skills like cooperation, coordination and democratic participation.
- Academic and personal counselling is provided to deal with student diversity and students from diverse cultural backgrounds are also encouraged to share their cultural practices with peers. Students are persuaded to stay in harmony with their peers irrespective of caste, colour, region & religion.
- Students are guided and encouraged to follow professional dress code and code of conduct of the college.
- They are oriented on how to prioritize the work to balance home and work stress.
- They are encouraged to read newspapers and refer to other authentic sources to keep themselves abreast with recent developments in education and life. News reading is a regular practice in Morning Assembly to ensure this.

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

<p><b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></p>	<p>Five/Six of the above</p>
--	------------------------------

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

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

#### Case-based learning

Case scenarios are prepared and finalized by departmentalfaculties and discussed with the students

Case/ Activity 1: How slum children can be educated?

A group activity was planned for B.Ed. students in which they were supposed to think, pair and share the ideas about helping slum children to learn. Groups of 5-5 students were formed, they discussed, noted down and shared their ideas like donating their old books and stationery items to them, visiting nearby slums on weekends to teach the children, etc. This activity nurtures the empathy, problem solving, thinking and decision making skills of pupil teachers.

Case/ Activity 2: Balancing Hybrid Education and Family Life of School Teachers during Pandemic

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above

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

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

Eight /Nine of the above



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

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

**Three of the above**

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

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

**Four of the above**

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

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

Four of the above

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

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

Four of the above

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

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The internship programme for both courses is planned and prepared meticulously. A CBSE secondary school is in the campus where students may have the learning experience in real settings throughout the course. Besides, nearby schools are identified and respective school Principals are requested to grant permission for internship programme. School teachers are oriented well about the programme. An orientation/ pre- internship session is organized for students to explain each task to be done. The teachers of the institution are assigned the duty of visiting the schools on rotation basis to observe and facilitate the interns. Students are exposed to different government and private schools located in rural and urban areas.

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

#### 2.4.9 - Number of students attached to each school for internship during the academic year

##### 2.4.9.1 - Number of final year students during the academic year

99

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of

internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Wherever possible during COVID period, Teacher Educators visited the schools to facilitate and monitor the internship programme. Daily attendance of interns is maintained by the school authorities. Teacher Educators and school teachers keep a record of class observation of interns. A record of all activities including lesson plans and presentation is duly checked by teacher educators. School principal orient them about the school and may assign different tasks and duties to them.

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

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)**

Three of the above

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

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

5

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

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

130

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

130

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

1. In house discussions on current developments and issues in education: Teachers attend in house discussions on current developments and issues in education like an extension lecture was organized to deliberate upon new education policy and its implications.
2. Share information with colleagues and with other institutions on policies and regulations: A National Webinar on the theme 'Leading Indian Education in a Global Context: A Policy Initiative' organized on 5th November 2020 to share information with colleagues and with other institutions on policies and regulations.
3. Teachers of the institution have also attended many webinars on New Education Policy and shared information with the colleagues.
4. The faculty also attended many Faculty Development Programmes and undertook training on MOOCs during this period to keep themselves updated professionally.

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

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Students are assessed on a continuous basis through innovative and refined techniques such as Group Discussions, Teacher Marked Assignments, Class Tests, Oral Tests, Project based Viva voce, Mid Term & Term End Sessional examinations. During lock down period the

process of internal assessment was carried out in Online mode. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Students with advanced ability or potential in one or more specific areas are given opportunities to nurture their talent so that it may not remain inchoate in the absence of a meaningful exposure. All students are encouraged to participate in inter-college competitions to optimize their potential.

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

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

Three of the above

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

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

Students, in case of having grievances related to examination can apply to the Principal shortly after the examination is over. The



grievances related to Sessional Exams/ Class tests/ Assignments are dealt with at college level. If students have grievances regarding university examination, their grievances/ complaints/ requests are forwarded to the Controller of Examinations, Tamilnadu Teacher Education University for further necessary action in this regard.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The college prepares and sincerely follows the academic calendar for the conduct of internal evaluation. Ms.Starlin Shyla, Assistant Professor, Our Lady College Of Education is examination incharge in the college who initiates the tasks related to exams including issuing of circulars, preparing date sheet for internal examination and viva voce, collecting question papers from faculty, keeping the records, etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The PLOs of Teacher Education courses are to make the students good teachers who can disseminate the knowledge effectively in view of paradigm shift in Teacher Education and acquire relevant knowledge with respect to core & elective courses. The teaching learning process of the institution is aligned with PLOs of Teacher Education as due emphasis is given on conceptual as well as practical aspects of core and teaching subjects. A well structured internship programme is being followed for developing teaching skills among teachers to be in B.Ed. programme.

For M.Ed. course, the would be Teacher Educators are also oriented to Educational Research. To put it into practice writing of dissertation is compulsory wherein they follow all the steps necessary for any scientific enquiry.

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

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

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Sincere efforts are always made to keep progressive performance of students and attainment of professional and personal attributes in line with Programmes' Learning Outcomes.

Attainment of Course Learning Outcomes is also emphasized while dealing with various Teacher Education courses.

A record of performance of students on various internal assessment tasks is maintained and analysed. If need be, intervening strategies can be used for improvement and progression of students in terms of achieving PLOs and CLOs.

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

## 2.7.4 - Performance of outgoing students in internal assessment

### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

70

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

**Students' initially identified learning needs are catered to through instructional strategies such as**

- **Class tests and sessional examination.**
- **After analyzing their performance, mentoring is provided to students.**
- **Academic counselling and peer tutoring are also provided to address the students' diversities and their accommodation.**
- **Remedial Learning Engagements are frequently organized. Collaborative tasks are accomplished by the students.**
- **Group discussion, Role-Play, Subject Quiz, News Analysis and Debates on current affairs generate an open-ended creative learning process.**
- **Learning Enhancement: Hands-on learning, more formally known as Experiential Education, reflects a teaching philosophy that**

promotes learning by doing. The strategy allows students to practice guided tactile learning in which they absorb knowledge not only by listening, but by experiencing. Project-based learning, Computer-assisted Learning, Practical demonstration, Implementation of Best practices enhance significance to the learning dexterity of the students. Basics of Computer and Internet, Communicative English, Aptitude and Art & Craft are also imparted to the students.

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

## 2.8 - Student Satisfaction Survey

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

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	Three of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>	All of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

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

8

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

#### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

84

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3 - Outreach Activities**

**3.3.1 - Number of outreach activities organized by the institution during the year**

**3.3.1.1 - Total number of outreach activities organized by the institution during the year**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**3.3.2 - Number of students participating in outreach activities organized by the institution during the year**

**3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year**

150

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

90

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

90

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

1. Visits to various places like NGO's, blind institutions gave allowedlty and students to know the ground reality and the problems faced by such children. Consequently it c, it can help students empathize with the needy andconcerned about the cause and decide to provide help. Few of our students are working with NGO's which that have visited during their teacher education program.
2. Udhavum Karangal Foundation- An NGO has voluntarily placed a 24hr Ambulance van on the campus for use in emerging emergencies
3. Online Session with students of Madha Public School, Chennai



to understand the impact of covid on their studies

4. Online session with Peter International, Kundrathur, Chennai on understanding their needs due to impact of covid.
5. Meeting laborers at Ambattur Industrial Estate who lost their jobs during covid and were not able to feed families.
6. Started campaign Each one Feed One.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

5

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has adequate physical and academic facilities required as per University and NCTE guidelines to run different programs.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for the library, laboratories, computer centre, classroom teaching, events, meetings and conferences.

(b) Support facilities include hostels, non-resident students' centres, canteens, convocation hall, seminar halls, auditorium, kitchen garden, sports grounds and creche.

(c) Utilities include safe drinking water, restrooms and power generators

- Lecture Rooms 10 Nos. including SMART Lecture Hall
- Seminar Hall & Multipurpose Hall fitted with A.C., Computer and LCD Projector
- Library and Reading room with internet facilities
- ICT Resource Centre
- Psychology Resource Centre
- Science Resource Centre
- Mathematics Resource Centre
- Social Studies Resource Centre
- Languages Resource Centre
- Arts & Crafts Resource Centre
- Computer Laboratory for students
- Computer section for faculty Tutorial Rooms
- Principal's Office
- Administrative Office
- Multimedia Lab
- Visitor's Room/ Director's Office
- Girls' Common Room
- Boys' Common Room
- Teaching Aids Display/Resource Room
- Health/ Yoga Resource Centre

- Separate Toilets for boys and girls in each Wing/Floor
- Parking Space
- Store rooms Medical Room
- Washroom/Restroom Facility for Staff
- Assembly space and open-air stage for other activities
- Play Ground (Outdoor games)

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

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

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://ourladycollegeofeducationgallery">ourladycollegeofeducationgallery</a>
Any other relevant information	<a href="#">View File</a>

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

1,45,440/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library automation is the general term for ICT trends and techniques that are used for replacing manual system in the library. The term "integrated library system" refers to sharing of a common database (for documents and patrons) to perform all the basic functions of a library.

Yes, our Institution has adopted automation of library. Using below mentioned software.

Available Software: Koha

Internet Access: Two systems with internet facilities in the library are available for exclusive use by students and researchers.

Computer system: Total 5 systems (3 for staff and 2 for students)  
Digital Library service: Available

Adequate space is provided for browsing and relaxed reading. It subscribes to various journals of national and international repute, along with magazines and newspapers for general reading.

The library also houses a rich reference collection viz., Encyclopedia Britannica, Specific Subject Encyclopedias, Year Books, Atlases and other reference material.

The library also provides access to the Internet as well as CD/DVD based electronic resources. Provision has also been made to allow downloading/printing of material from these resources. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to the Internet.

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

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

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The Institution Library has computers and internet facilities. The students and staff avail unlimited number of hours of the said facilities during the library hours. Students and staff as well as Research Scholars extensively use the library facilities for their course work, dissertation, research work and new references.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

52,310/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2.5 - Per day usage of library by teachers and students during the academic year

##### 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

400

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://ourladycollegeofeducationgallery">ourladycollegeofeducationgallery</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution has a well-equipped computer lab connected in LAN as well as in WAN. All the systems are having Internet (Wi-Fi) facilities. In addition there is an ICT Lab with all required ICT tools and resources.

A special computer room has further been created where systems placed are specifically meant for use by faculty and students for academic purposes like attending academic programmes, preparing PPTs and for maintaining records, etc.

In the Computer Lab software available are;

- Ms Office with tools
- MS- Word
- MS-Excel
- MS- Power
- Adobe Reader
- Internet Explorer
- Nero Start Smart -CD writer
- Adobe Photoshop

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

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

15:3



File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

**B. 500 MBPS - 1GBPS**

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

**One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.ourladycollegeofeducation.com/gallery.php">https://www.ourladycollegeofeducation.com/gallery.php</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://www.ourladycollegeofeducation.com/gallery.php">https://www.ourladycollegeofeducation.com/gallery.php</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

27,140/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and non-teaching staff. Staff members are deputed to ensure maintenance of the campus.

There are various committees like Library, Sports, Website Development, Resource Centers (Labs) etc. to ensure proper maintenance and upkeep. Suitable budget is allocated every year for the maintenance of various facilities. The committees meet regularly to monitor the optimum use of physical, academic and support facilities which are accessible to the students and staff of the college.

##### Maintenance of Library Facilities:

- The books and journals are maintained against disfiguring.
- The Library Committee has been constituted for coordination in respect of learning resources, procurement of new books & renewal of journals.

##### Computers:

- The institute has an adequate number of computers with internet connections and utility software. IT infrastructure

is maintained by the head, IT Coordinator along with departmental coordinator.

**Classrooms & Conference Hall:**

- Classrooms and Conference halls are provided with enough seating capacity and LCD projectors.

**Laboratory:**

- Laboratories are regularly maintained by the Laboratory attendant.
- Equipment is maintained properly, calibrated and serviced periodically.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.ourladycollegeofeducation.com/about_OLCE.php">https://www.ourladycollegeofeducation.com/about_OLCE.php</a>
Any other relevant information	No File Uploaded

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

All of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

C. Any 2 of the above

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

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

Three of the above

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

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>30</b>	<b>80</b>

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

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

**10**

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

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

**3**

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

### 5.3 - Student Participation and Activities

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

The Student Council is the chief student body of Our Lady College of Education. The council acknowledges various problems faced by students in the college and comes up with meaningful solutions for the same. The council acts as a bridge between management and students and implements ideas for the betterment of the college.

Class representative: Both programmes have class representatives. The Class representatives provide feedback on all aspects of the programme and respective course. Class representative Meetings are held regularly, at least twice each semester.

Cultural and Sports Committees: Students have strong representations in all cultural and sports and games committees and help in the organization and management of events.

Organization of Special Events: Students celebrate the National Teachers Day, on Sept. 5, every year by presenting cultural programmes, Founder's Day celebrations on 01st September and other National celebrations that include, Independence Day, Republic Day, Science Day and various NSS and social service activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

03

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

#### 5.4 - Alumni Engagement

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

Alumni is an effective role models and can be easily accepted by students. Experiences that are shared by the alumni with students whether in time management, financial management, development of self-discipline and character, or career management can be more easily accepted and imbibed by students. In this way, alumni can assist in strengthening confidence, improving motivation, and inculcating the right culture in line with what the institution intends to convey to its students. The College invites former teachers as well as old students on a regular basis for interaction. eg.

Dr. Rama, who has been a student of the institute conducted interactive sessions with the students on 'Inculcating Value Education in Classroom' on 10.02.2021 and 'Art Integration in Classroom' on 12.02.2021.

Dr. Tellurai Aruna Kumar, Assistant professor conducted a session on "Value-based Education".

Mr. Hari Krishnan, an Alumnus of Our Lady College of Education conducted a workshop on ICT and its use in Teaching-learning and Evaluation on Google Classroom on 31.05.2021.

Mr. Karunanithi, Headmaster of Our Lady College Matriculation School, acts as a facilitator to strengthen the bond between the school and the College of Education.



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

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

Five/Six of the above

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

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

2

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Our Lady College of Education has always valued the contribution made by its illustrious alumni spread over different parts of the globe. The Association is playing a pivotal role in keeping them connected. Alumni of the institute:

1. Assist in planning and organization of activities in the college.
2. Contribute Articles and Research Papers to be presented in Seminars/ Conferences.
3. Provide placement assistance to students.
4. Assist in conducting Practice Teaching sessions in Schools
5. Help in conducting B.Ed. Practical examinations in the College.
6. Provide training in entrepreneurial skills to students.
7. Motivate school students to participate in Inter School Competition organized by the College every year.
8. Encourage their colleagues to attend Seminars/ Conferences/ Workshops organized by the college.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The College follows a democratic and participatory mode of governance, with all stakeholders participating actively in its function. The principles of participation and transparency govern the institution's academic and administrative units' functioning. The needs of the institution are presented to the Governing Body. The Governing body, in its' concern, convene a meeting with the Secretary and Principal of the College, along with the members of the Management Council, discuss on the merits and effectiveness of the requirements and fulfill them in a perspective manner.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution evokes a strong sense of commitment from all its members in various spheres of execution of work. The decision-making bodies outline the statement of purpose and the plan of action to focus on laying a strong foundation to attain the status of "College of potential excellence". Progressive, proactive and highly supportive management encourages all the teaching and non-teaching community and students to share their opinions democratically. Policy frameworks were critically drafted for all statutory and non-statutory bodies

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

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The Finance Committee is the institutional structure for monitoring financial resources' effective and efficient usage. The Finance Committee meets to review all key subjects relating to the College's budget provisions, which will be presented to the Governing Body for approval and ratification at the beginning of every year

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

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

**Nil**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<b>Nil</b>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

**Nil**

File Description	Documents
Link to organogram on the institutional website	<b>Nil</b>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

**All of the above**

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

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

#### **Annexure: 6.2.4**

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

**One decision based on the minutes of the meetings:**

**The Examination Committee consists of four faculty members. This committee prepares a sessional examination schedule and implements it. The committee with the help of other faculty members makes a detailed practical examination schedule for the external examination for its smooth conduct. All faculty members in turn remain available at external examination centres voluntarily for any last-minute exigencies.**

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

### **6.3 - Faculty Empowerment Strategies**

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

#### **Annexure: 6.3.1**

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

- Study leave
- Loan facility.
- Flexi time for medical reasons
- On duty leave for attending seminars/workshops/ conferences.
- Free transport facility for faculty and staff was provided before the situation of pandemic Covid- 19.
- Awards of excellence for best teacher and best supporting & technical staff.
- RO facility for drinking water.
- Fee Concession for staff wards.
- Conducive/cordial environment.
- Annual increments.
- Medical Insurance
- Tie up with Madha Medical College For Emergency
- Doctor on Call.

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

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

**6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**

25

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

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

**Nil**

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

#### **6.4 - Financial Management and Resource Mobilization**

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

**Nil**

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

**1**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

**Nil**

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

### Annexure: 6.5.1

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

1. Bringing classes Online during pandemic
2. Providing facilities to students who are not able to join online classes.
3. Blended learning

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

**Annexure: 6.5.2**

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

- Automation of Admission Processes
- Provision for online fee payment
- Online Examination Processes
- Online Classes
- Blended Learning

Providing hands-on experience through Creativity Clubs, House System, Students' Wall Magazine and Inter School/Inter College Competitions.

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

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

9

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

**Annexure: 6.5.5**

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

- Provision for online fee payment
- Online Examination Processes
- Online Classes
- Blended Learning
- Organization of Seminars/ Conferences/ Workshops/Webinars
- Faculty members keep on upgrading their qualifications and skills.
- One faculty members have obtained Ph.D. degree.
- Six others are pursuing Ph.D.
- Organization of outreach programmes.
- Appointment of faculty in concerned areas.
- Establishment of Model School in the campus which gives opportunity to students for hands on practice.

Online Classes: Blended Learning: Provision for online fee payment

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

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

As per our energy policy, we at Our Lady College of Education encourage students & staff to take necessary measures for energy conservation. We motivate the staff, students and stakeholders to:

- Turn off the lights when not required.
- Unplug appliances when not in use.
- Switch over to LED
- Make sure the appliances are energy efficient.
- Install a programmable thermostat.
- Use energy efficient appliances.
- Install energy efficient windows to take advantage of sunlight.
- Invest in better cooling options.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our Lady College of Education recognizes the importance of meeting these legal requirements and to manage its waste responsibly, reduce the volume of waste sent to landfill and maximize reuse and recycling wherever possible. We are committed to:

- Minimize waste generation at the source & facilitate repair, reuse & recycling over the disposal of wastes, in a cost effective manner.
- Provide clearly defined roles & responsibilities to identify & co-ordinate each activity of the waste management.
- Instill in students the habit of making best out of waste & transform old items into value added products.
- Ensure safe handling & management of waste in the campus.
- Provide appropriate training to teachers, residents, staff and students on waste management issues. (stake holders).
- Promote holistic approach of waste management in the campus. The instructions in this regard are widely circulated for necessary action. The waste management committee keeps a check and ensures the implementation of the policy.

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

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

Three of the above

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

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

Three of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The focus areas of our policy for maintenance of healthy environment are: Clean Campus Initiatives; Landscaping Initiatives; Clean Air Initiatives. Smoking Free Campus: Installation of Solar Power Plant; Water Conservation through Rainwater Harvesting System; Waste Management processes. Solid Waste Management; Liquid Waste Management; E-Waste Management. Awareness Initiatives; Environment-centric Student Societies and Department Activities; Green Audit; Energy Audit; Plastic-Free Campus. Clean Campus Initiatives: KIIT had pledged to actively coordinate cleanliness activities in

the college and beyond the campus in accordance with the vision of Swachh Bharat Abhiyan. The broad vision is as follows: Generating mass awareness on cleanliness and hygiene amongst students and staff members by holding regular cleanliness drives. A Pledge is taken by the students and staff members to maintain cleanliness of the college campus and its surrounding areas on an annual basis. Workshops on the 3Rs: Reduce, Reusing and Recycling of waste are conducted. Green campus landscapes also manage runoff, help recharge groundwater, and clean and cool the air on campus.

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

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

1

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

- Covid - 19 Awareness Virtual Camp was organized on May 11, 2020 by Our Lady College of Education for its adopted village Madhuravoyal. Our students demonstrated the right way of washing hands and a video related to symptoms of Covid-19 and precautions was shown to the villagers.
- The college organized virtual event on "National Girl Child Day" on January 23, 2021 to raise awareness about the education & rights of girls in the society.
- The college organized virtual event on "Gandhi Jayanti" on 1st October, 2020 The slogan of the program was "Gandhi Shashtri Jyanti: Naari Utthan; Jai Jawan Jai Kisan".
- Our Lady College of Education & Madha Public School organized World Health Day virtually on April 7, 2021.
- EACH ONE FEED ONE: Students visited nearby areas and distributed food to 100 underprivileged families. It is not only about sharing food but also spending some time with them.
- Our students volunteered for activity in collaboration with Udhavum Karangal Foundation to spread awareness for saving water in nearby areas.

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

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

A. All of the above



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

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

## 7.2 - Best Practices

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

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

**Describe any two best practices successfully implemented by the institution as per NAAC format**

**Best Practices of the college are:**

- **Creating E-resources**
- **Students Wall Magazine - for developing writing skills among students**
- **Modified Morning Assemblies- to Inculcate ethical & human values.**
- **Organic vegetable farming in the college campus - to promote dignity of labour among students**
- **Organization of computer literacy programs to empower rural women**

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

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college has a practice of providing rigorous professional training in tandem with practical experience in the field & a code of professional ethics that binds its members into a fraternity. Our alumni are the embodiment of the institution's vision. Changing the teaching methodology by encouraging the faculty to make extensive use of e-content and other video lectures to support the classroom teaching. Students are encouraged to present poster and oral paper presentations. In addition to the classroom interactions, other methods of learning experiences provided to the students include: Project work, Short term Internships, Oral presentation, Seminars, Symposiums, Workshops Paper presentations, Group discussions etc. Counseling system: Every Faculty member is allotted some students to whom one acts as a counselor. Eminent experts of National/ International repute are invited for webinars, workshops, and conferences. Feedback System - Students also give feedback about the faculty at the end of the day. Social Responsibility: Organisation of activities like plantation, Blood Donation, Visiting Hospitals Interacting with patients and distribution of nutritious food, visiting nearby villages and orphanages and helping them according to their requirements is a regular feature of the college.

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