

POST ACCREDITATION INITIATIVES

The distinctive mark of Loyola College of Education (LCE) has been quality sustenance and enhancement since its inception in 2007. LCE takes, therefore, legitimate pride in its great achievements over the years in the field of teacher education. Since its first cycle of accreditation in 2011, Loyola College of Education has been deeply committed to upholding the quality of education it provides. It has explored new avenues to cater to the needs of the society and the student-teachers and to make the transaction of teaching and learning processes technology-enabled and reflective practice. It has taken all worthwhile means to create an ambience for the staff and student-teachers to seek and acquire knowledge and skills in the service of humanity; to enable them to live in a shared and global community and to strive for excellence in all spheres of life. Thus LCE is making great strides in augmenting infrastructure facilities, by paying undivided attention to the professional development of the staff and student-teachers and introducing new elements in curriculum transaction. Some of the **Post Accreditation Initiatives** that have been undertaken are listed below:

General

- An additional intake of 100 B.Ed.seats was granted by NCTE and TNTEU from the academic year 2012-2013
- In 2012 Computer Science Pedagogy subject was introduced.
- A new computer lab and a new staff room were well furnished in 2014.
- Water sump was built for water storage in 2015.
- White Washing was done in the academic year 2015-2016

Theatre Pedagogy

Teaching is a noble profession of forming the young minds. The teacher performs different roles as guide, mentor, friend, parent and counsellor.in the class room setting to mould the pupils. As a performer the teacher adopts many modern teaching methods to make the class more alive and interactive. One such method is Theatre Pedagogy.

Theatre pedagogy is an effective tool in the hands of a teacher to make an effective delivery of a concept. In order to make the teaching more meaningful and effective, an intensive eight day workshop on Theatre Pedagogy was organised for the prospective

teachers in the very beginning of the academic year. The sole focus of the workshop has been “Teacher as Performer”. Theatre Pedagogy served as a launching pad for the prospective teachers to be more interactive, creative, innovative and spontaneous in their delivery of lesson. The student-teachers took part in the workshop actively and learnt various techniques that could be adopted during curriculum transaction.

Concept Enrichment Programme

The College admits students from all walks of life. Some join B.Ed. degree course immediately after their undergraduate. Some join B.Ed. degree course after a gap of two or three or even five years. In order to refresh what they studied in their UG or PG, basic concepts in the pedagogy subjects are taught. This enables the prospective teachers to become familiar with the fundamentals. More over this bridges the gap. It is meticulously planned and executed by the teacher-educators.

Wellness Clinic

The College provides the staff and students health services through its Wellness Clinic. The college signed a Memorandum of Understanding with Apollo Shine Foundation that provides the medical assistance to the student-teachers who are anaemic and sick. Apollo Shine through Wellness Clinic conducts free health check-up, first-aid course, awareness programme on communicable diseases and sessions on health education with the help of its staff. The student-teachers and the staff make use of this facility more frequently. It is a real blessing to all the staff and students.

Rural Immersion Programme

A six-day rural exposure as part of Citizenship Training Camp was a new initiative organised for the student-teachers with a view to giving them on site experience of the social reality. This was introduced for the first time in the college. Rural Exposure Programme has become integral to the formation of prospective teachers. The rural exposure / immersion programme enabled the students to learn their social responsibility. The prospective teachers gained critical awareness of stark realities of the rural society. They learnt to adapt to every life situation and experienced the life of the poor at all levels. This immersion programme helped them to look at the society at large and its problems with critical mind. This rural experience made them realise their duty towards serving the human communities devotedly.

Visit to Homes of the Differently Abled and Street Children

Those who were not able to go for rural exposure programme were sent to Mithra, ShishuBhavan and AnbuIllum in the city due to their marital status and family commitment. The student-teachers were accompanied by the staff. The experience of being with them for six days had a tremendous impact on them. They learnt to be very compassionate and gentle in relating with the differently abled and the street children.

Academic Achievements

The student-teachers of LCE have been getting University / District Ranks consecutively in the University examinations held from 2011 to 2015. The rank holders are honoured during graduation ceremony. The details below are a proof that LCE has been very consistent in its academic achievements.

Year	Name of the Rank Holders	Percentage
2011 – 2012	K.J. Deepika (State 1 st Rank)	88.33%
2012 – 2013	C. Sagayaraj (University & Chennai District 1 st Rank)	89.30%
	S. Noorjahan Begum (University 1 st –Theory)	88.70%
2013 – 2014	Mary Maglin Rock (Chennai District 1 st Rank)	87.20%
2014 - 2015	P.Sunitha (Chennai District 1 st Rank)	88.25%
	Vinnoli Irvin Paul A (University 1 st among the Physically Challenged)	84.75%

Every year the pass percentage of our student-teachers in their qualifying university examinations is quite heartening. The details of the pass percentage are given below:

Year	No. of students Appeared	Pass Percentage
2011 – 2012	100	97%
2012 – 2013	199	99%
2013 – 2014	200	97%
2014 – 2015	200	96.5%

Ignatian Pedagogical Paradigm

The salient feature of Jesuit Educational Institutions is to train the staff and the students in ***Ignatian Pedagogical Paradigm (IPP)***. IPP is the way in which teachers accompany learners in their growth and development. A distinctive feature of the Ignatian pedagogical paradigm is not only the continual interplay of ***experience, reflection and action*** in the teaching-learning process but also an ideal portrayal of the dynamic interrelationship of teacher and learner in the latter's journey of growth in knowledge and freedom. The staff and the student-teachers are introduced to IPP in the beginning of the academic year because it is a paradigm with inherent potential for going beyond mere theory to become a practical tool and effective instrument for making a difference in the manner of teaching-learning. As a result the staff and student-teachers are involved in reflective practice.

Systematic Feedback System

A systematic feedback mechanism has been followed in the institution to record the views gathered from the student-teachers, staff, alumni, academic peers, community, and stakeholders through feedback forms, emails, and letters and through organised meetings to improve the quality of the programme. Boxes for appreciation and suggestions fixed on the wall on the ground floor exclusively for the purpose of soliciting feedback from the students. Regular staff meetings and review meetings after each academic programme enabled the Management and the Principal to take appropriate decisions to enhance the quality and proactive steps to redress the grievances expressed.

Technology Enabled Teaching-Learning

The Management has put in concerted efforts to furnish all the classrooms with computer system, LCD projectors and Internet connection in order to make the teaching-learning technology enabled and meaningful. The faculty members have been constantly encouraged to use technology for curriculum transaction. The student-teachers have been urged to prepare their assignments, lesson plan, and teaching-learning materials with the help of ICT resources. Special classes on Basic Computer has been introduced to all the students.

Augmentation of Infrastructure Facilities & Learning Resources

- ***Public Address System*** has been introduced in the college. Daily Morning Prayer is conducted through PA system. With the help of PA system, the students read out the important news that appear in the newspapers. All the announcements are made through the PA system.
- ***ICT Resources*** have been enhanced. All the classrooms are well equipped with technology and internet connection. Interactive Boards have been installed in Seminar Halls. The teaching faculty have been well trained in the use of interactive board so that they would make the curriculum transaction more interactive and collaborative.
- ***Library Resources*** have been amply augmented. The library is fully automated with Autolib Software System. The total collection of books, encyclopaedias, reference books has been steadily amplified. The library has been equipped with computer, reprography facilities, internet and Wi-Fi connection.
- ***Equipments*** *New Computer systems, printers and photocopier were purchased for the lab and for the library.*
- ***Furniture*** New wooden cupboards and steel bureaus, steel racks, revolving chairs, etc. were purchased for the college office and for the staff room. New Notice boards were bought and given to each department for displaying the current news and facts regarding their pedagogy subject.

Student Support Services

- ***Counselling Services*** have been periodically provided with the help of Jesuit Centre for Counselling and AURA of Loyola College for the staff and the student-teachers to ensure sound mental health. The faculty members have been trained in Counselling

Skills, interpersonal relationship, personality development and enneagram so that they would in turn be able to counsel and guide the student-teachers.

- **Mentoring Services** have been initiated for the welfare of the student-teachers. Personal accompaniment of the teachers has helped the student-teachers to make a steady progress in their academics. The faculty members have been trained in mentoring by JESCCO.
- **Jesuit Education Support** has been given to the most deserving student-teachers to the tune of one lakh. Last academic year 2015-16, eleven student-teachers received the Jesuit Education Support. The current year ₹4,00,000 has been sanctioned for Jesuit Education Support. Many more student-teachers would be financially supported for their education.
- **Midday Meals** have been provided to the most deserving student-teachers. The management has made arrangement with Loyola Women's Hostel and Loyola Student Support Services (LSSS) to provide noon meal for the women students and men students (20 student-teachers). The management has allotted ₹2,00,000 for this purpose this year.
- **Workshop on Yoga** was conducted for the student-teachers for the first time. The student-teachers actively participated in the workshop. Yoga meditation was conducted to experience the inner peace that is God.

Collaboration

Loyola College of Education has been enjoying the good will of Loyola College of Arts & Science, LICET, LIBA, IDCR, JESCCO, RANIICO, NIGAZH, AIACHE, Apollo Shine Foundation, etc. with which LCE collaborates to organise various staff and student development programmes and to ensure quality enhancement and sustenance.

Green Loyola

Green Loyola was a project initiated by Loyola College Society to care for the earth and nature and to protect the nature from pollution and global warming. A series of awareness programmes and guest lectures on environment for the students in the campus were arranged. Moreover the Management of Loyola constantly shows the keen interest in the solid waste management using the scientific green technologies for extraction Eco-Energy in collaboration with reputed companies. As part of Green Loyola Project the following initiatives have been undertaken:

- **Rainwater Harvesting:** The Loyola College Society has created rainwater harvesting system in the campus to raise the ground water level.
- **Planting of Saplings:** All the units of the Loyola College Society have concerted efforts to plant saplings to make the campus ever greener.
- **Biogas** Extraction of Biogas from the kitchen waste collected from LCC in collaboration with Eco-care Company.
- **Sewage Water Treatment** Purification of the Sewage Water in collaboration with Eco-health Company using bioproduct.
- The Loyola College Society has made an arrangement with the Officials of the Corporation to remove the garbage from the campus with the help of a Waste Management trash collection truck.
