



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	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	ourladycollegeofeducation@gmail.com
• Address	Our Lady Nagar, Bharathi Nagar I street, Maduravoyal
• City/Town	Chennai
• State/UT	TamilNadu
• Pin Code	600095
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

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

8. Whether composition of IQAC as per latest NAAC guidelines	Nil	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	Nil	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Conducted one week International webinar on Teaching redefined for Gen Z. 2. Participated in 3 Assist World Records in collaboration with TNTEU on Culture, Ecological Conservation and Yoga. 3. Conducted in Life Skills programme for students. 4. Introduction of new need based value added courses. 5. ICT skills were enhanced for Staff & Students through seminars & workshops.</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Curriculum Restructure	Implemented Curriculum Mapping
Faculty Development Programme	Orientation on Becoming a better Teacher for the staff, enhanced the sustainability to be a better teacher
Workshops & Seminars	Awareness on the current trends in Education and recent NEP2020
To enhance Research Activities	More Research Colloquium and Webinars were conducted
To organise programme related to Community Sensitisation	Awareness Rallies, visits to rural village, old age home, home for destitute and special children were organised for community service
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
IQAC	07/01/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021 - 2022	21/12/2022
15. Multidisciplinary / interdisciplinary	
<p>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.</p>	
16. Academic bank of credits (ABC):	

The organisation is ready to fulfill NEP 2020's prerequisite for an Academic Bank of Credits. The Academy meets all criteria necessary to be qualified for enrollment in the Academic Bank of credits. As a result, the College has listed itself among the institutions with an Academic Bank of Credits.

17.Skill development:

Skill Enhance ment initiatives:

A number of skill enhancement programmes are conducted for staff and students. Programmes related to computer skills, e-content development, communication skills were organised to enhance and update skills in these areas.

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

There is adequate integration the of Indian knowledge system. Teaching is always done bilingually giving importance to the regional language. Classes are also taken in the regional language Tamil. Pedagogy of Tamil is included in all semesters. Online resources available in Tamil are given during Value added courses. All major Festivals are celebrated to create awareness of diversity. In addition, Reflection Day and the morning assembly bring to light the practices and knowledge of cultures.

Courses like Education in contemporary India and Knowledge and curriculum emphasize National priority, Indian societal practices, schemes, various National policies, gender equity, and Women's rights

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

- Seminars on Outcomes Based Education were conducted.
- The courses Outcomes were upgraded to suit the current requirements.
- Orientation of Outcomes Based Education to students.

20.Distance education/online education:

Adequate information on digital initiatives in India is given to the students. Students will have to complete online courses in Swayam for 2 credits. Classes were handled through Google classroom during the Pandemic. Some value-added courses are handled online and in hybrid mode.

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	135
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	12
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	126
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	126
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1000000
4.2 Total number of computers on campus for academic purposes	50
3.Teacher	
5.1 Number of full-time teachers during the year:	25
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	25
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. 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	
Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.	

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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.ourladycollegeofeducation.com/gallery.php
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

11 /1

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.ourladycollegeofeducation.com/gallery.php

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

1

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

1

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

1

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

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.

Nil

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Nil

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

134

2.1.1.1 - Number of students enrolled during the year

134

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

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	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 students' learning levels and organises special programmes for both slow and advanced learners.

Every single student is inimitable, and hence students have varied learning abilities. The students who score fewer marks on the internal tests are considered remedial teaching. Remedial teaching is a particular type of instruction intended to help the students to overcome their learning ability. The lack of learning abilities is instigated by correctable aspects and is rectified by giving individual care through remedial teaching. Students in remedial sessions are facilitated with additional instructional materials, such as a previous year's question papers. Key points of the concept/topic are highlighted during the remedial session. Frequent tests are conducted during remedial sessions to check their progress.

Advanced learners are potentially having one or more domains of development. Students use specific credible online courses such as swayam, and futurelearns to enrich their knowledge through engagement. Because this can be additional knowledge and better exposure for all students without investing extra time in the same content/ subject matter. It will motivate others to work harder to reach the level of these learners. This strategy will also make it easy for regular learners to understand and resolve complex problems better.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

5:1

2.2.4.1 - Number of mentors in the Institution

5:1

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

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.

- Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Our Lady College of Education implements various innovative techniques and methods during the teaching process in order to make the teaching-learning effective, meaningful, and as an experience. Hence OLCE adopts experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion and online mode strategies. The entire students go through this experiential learning as they are taught Micro and

Macro Teaching Skills. As the students imbibe knowledge on various micro-teaching skills, in turn, they plan the episode for each skill and they practice each skill in small groups, while their peer groups observe and give feedback. Thus, not only the student teacher who practices a micro teaching skill gains experience but also those students who observe gain experiential knowledge. Student-teachers are activated using a combination of various participative methods such as group work, brainstorming, role-playing, management games, and so on. An important part of this method of teaching is to provide feedback and evaluation of activities. Hence the students do participate in online quizzes and group discussions using Mentimeter and Quizzes.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	www.umis.tn.gov.in
Any other relevant information	No File Uploaded

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

60

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

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	Two of the above
---	-------------------------

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.ourladycollegeofeducation.com/gallery.php
Any other relevant information	View File

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

Our Lady College of Education keeps phase with the changing trends in the teaching-learning process by integrating e-technology. The college provides a wider scope for the students to explore e-technology through the interactive boards and imbibe the knowledge of the same through a certificate course on Computer Science.

A number of students are encouraged to do an online course on the Swayam platform.

Ever since the onset of the Pandemic COVID -19 the entire teaching faculty organizes the teaching-learning process through an online platform. The teaching faculty enhances the teaching-learning process by adopting and integrating podcasts, Ed-puzzle, Kahoot, quizzes, Symbaloo google class, google meet and zoom etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Two of the above

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

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

Preparation and Adherence to Academic Calendar and Teaching Plans by the Institution.

To ensure effective and meaningful academic transactions, the institution executes and implements various norms and procedures of planning under various committees and cells. Hence, at the first

stage, the planning and evaluation committee members meet at regular intervals before the commencement of each semester. Thus, the members of the planning and evaluation committee plan the academic calendar, which consists of various curricular activities, workshops, sessions, celebrations, marking the important festivals of state and nation, Micro teaching workshops, demonstration and observation, Internship, internal tests, model and semester examinations, practical examination, viva voce, campus interview, sports day, citizenship camp, etc. The preparation is done diligently, pooling the effective ideas of the members and the teaching faculty.

The Academic Calendar Committee ensures the calendar's proofreading, rechecks with the planning and evaluation committee members and reviews it. Then the institution systematically implements the academic transactions, activities, and celebrations, organizing various events and examinations effectively and accordingly, as mentioned in the academic calendar. In unavoidable situations such as rainy holidays announced by the government, those activities are reorganized following weekends.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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)

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

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

Four/Five of the above

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

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

Two of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
<p>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</p>	<p>Three of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
<p>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</p>	<p>Two of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

<p>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</p>	<p>Two of the above</p>
---	-------------------------

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

<p>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</p>	<p>Two of the above</p>
---	-------------------------

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

135

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Three/Four of the above

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

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.

Nil

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

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)

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

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	Two of the above
--	-------------------------

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

25

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
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

3

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year	
25	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year	
25	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File
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	
Nil	
File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File
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	
Nil	
File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File
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	Two of the above

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

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

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

The assessed internal test answer papers and model exam answer papers are shown to the students, and any grievance regarding marks can be discussed with the concerned teacher and resolved in the class. The name, date of birth, and other student details are checked with the students before printing the mark sheets. If any change in any particulars is found, they are provided with the correct mark sheet without claiming any additional fees. The dates for all the evaluation procedures are announced earlier in advance. Thus mechanism for grievances related examination is operationally effective

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Nil

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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.

Nil

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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

The student performances are continuously assessed and linked to attainment of PLOs and CLOs. The performances are assessed through various components of Internal Evaluation and External Evaluation that are recorded by faculty members for further course of action. The perspective courses, pedagogy courses and the elective courses, helps them to improve their cognitive knowledge and skills and the base for the professional attributes. The progress of the students is monitored by adopting different examination procedures. Since the

programmes are professional programs, equal importance is given for theory and practical components

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

126

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

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.

Nil

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.ourladycollegeofeducation.com/about_OLCE.php

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	
2	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
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	View File
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

File Description	Documents
Data as per Data Template	View File
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

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

Two 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

2021

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

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

2021

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
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

7

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
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

1200

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

1200

File Description	Documents
Data as per Data Template	View File
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.

Nil

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

4

File Description	Documents
Data as per Data Template	View File
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

17

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

17

File Description	Documents
Data as per Data Template	View File
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

250

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
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	View File
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 Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Response: Our Lady College of Education recognizes that adequate and updated infrastructure and physical facilities are necessary for quality teaching-learning. The institution is spread across 1 Acre and 2385 sq.mts campus with 1177 sq. mts, Play Ground area with 2000 sq.mts.

CLASS ROOMS & HALLS: There are sufficient classrooms and required halls out of which few classrooms and few halls are well equipped with ICT facilities.

Library: Library is fully automated

Laboratories in the College:

Psychology Lab: The psychology lab is equipped with psychological test materials and tools which are being used both for research work and for training the teachers.

Physical Science, Biology and Social Science Labs: The lab is also utilized to prepare working and non-working models.

Computer Lab: Air-conditioned, locally networked, with an exclusive internet connection of 100 MBPS speed and equipped with 60 computer systems.

Additional Facilities: Water purifiers have been installed. There are fire extinguishers placed in three floors. There is a canteen facility where staff and students refresh. Health and hygiene, and Purified RO facility is available for the students. LED Digital Board to display the academic activities. Herbal garden is maintained in the college campus.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.ourladycollegeofeducation.com/gallery.php
Any other relevant information	View File

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

2700000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
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 is automated using Integrated Library Management

System

Our Lady College Library is fully automated with Library Automation software.

The library is automated with Barcode & Biometrics Technology, which revolutionizes library operations such as Issue and Returns within seconds reduces the long queues in circulation area, track unauthorised movements, and getting information regarding a particular book.

Facilities and services:

- Barcode & Biometric enabled
- Circulation, entry and exit of users and stock verification through Barcode technology.
- E-learning facility with 5 systems and Wi-Fi access
- Web OPAC (Online Searching facility for students and
- E-Books- 5,000 and E-Journals 100 (DELNET)
- E-mail reminder for circulation due and renewal
- New Arrival display
- Printing and scanning
- CCTV surveillance

Year of automation: 2019

Electronic Resources:

UGC-N-LIST Consortium of E-Resources

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

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

Nil

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

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

Two of the above

File Description	Documents
Data as per Data template	View File
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)

40000

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

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

500

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
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	View File
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

- - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Our Lady College of Education consistently focus on IT to provide contemporary knowledge to Student teachers.

From 2021 onwards the entire campus is Wi-Fi enabled with high-speed internet connection of 1GBPS and facilitated with Mesh Wi-Fi system.

The Campus Area Network equipped with a dedicated internet with a speed of 100 MBPS.

The licensed software used by the College are:

- Windows 10 (35)
- Windows 7 (20)
- MS Office 2016 (10)
- MS Office 2019 (1)
- MS Office 2010 (20)
- MS Office 2007 (25)

Date and nature of upgradation

From 2010 to till 2019, Airtel Broadband connection with the speed of 40MBPS was used.

In 2020 - 2021 the entire campus is Wi-Fi enabled with high- speed internet connection of 1GBPS and facilitated with Mesh

Wi-Fi system containing 8 numbers of satellites to expand the network coverage.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

Two of the above

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

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)

120000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
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

Our Lady College of Education promoting students' interest in sports and facilities include:

Outdoor: • Volley ball • Basketball • Badminton • Kabaddi

Indoor: • Table Tennis • Chess • Carrom • Yoga Room, Fitness & Gym.

A permanent multipurpose sports ground is there in the campus along with a multipurpose hall for Yoga, Meditation and Aerobics. We have

a spacious and well-equipped Sports room, where pupils can play in door games like table tennis, chess, caroms etc., We have a Yoga Class room where students and faculty members do meditate and even practice yoga also Yoga workshops are conducted in different sessions. Guest lectures on importance of Yoga are also delivered regularly by the experts.

College teams are formed to take part in state level and University level competitions and other intercollegiate competitions. . The outdoor games such as shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, hand ball, kho-kho etc., are well practiced and played by the students. and facilitated with indoor games such as table tennis, carom, etc.

Cultural Activities: The College is equipped with a hall to host large gatherings for cultural as well as academic events.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
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

Three of the above

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

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

Three/Four of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
Nil	Nil

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

6

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

Student Council of Our Lady College of Education is formed in order to foster democracy and it is supervised by the Dean of Student Affairs. Student Union is formed by the interested and eligible students elected by the students through voting at the start of every year. Along with Student Union and the class representatives, student volunteers collectively called a Student Councils. As soon as the election results are announced, an orientation programme for the members of the Students Union and Student Council is organised. The Student Council gives an opportunity to actively participate in fundraising in order to encourages compassion and generosity in the young minds and also to efficiently organise and conduct academic and cultural events to develop leadership quality. The institution in order to instigate such a rare virtue through conducting community engagement programme. Student Council organizes the following programmes: Union Inauguration, Teacher's Day Celebration, Christmas day Celebration, Pongal Celebration, Women's Day Celebration and awareness seminar in Collaboration with Women's forum Student Council organizes awareness programmes and competitions related to Global Warming, Swachh Bharath, awareness on voting, Wild life week celebration.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
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

50

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

5.4 - Alumni Engagement

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

- The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Our Lady College Alumni Association is one of the very active wings of the College. The Alumni Association conducts meetings and holds an annual get-together for all the members. Though the Alumni get together and interact with the current students who have been a part of the institution for a long time, it became a registered association on 2nd March 2022. Elected office bearers and the executive committee meet regularly to discuss the association's activities and finance-related matters.

Non-financial contribution of the Alumni Association is so precious, as it renders a helping hand to the College in shaping students' future. The significant contribution in the functional aspects during the beginning academic year, the Alumni start their role by motivating the freshly enrolled B.Ed. and M.Ed. students; they also contribute to the house curriculum development and Alumni who are heads in various institution act as recruiters during the campus placement. Our Management also plays a prominent role in recruiting efficient, dedicated and eligible Alumni as Faculty in our Institution.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

5

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**

The Institutional Vision and Mission of Our Lady College of Education are built on high morale. Therefore, the core aspect of the institution's vision is preparing holistic teachers with excellent academic and life skills. In addition, the institution's mission to produce globally competent, innovative and transformative teachers by training them to be emotionally mature, socially responsible teachers with ethical values is in line with the institution's vision. The College follows a democratic and participatory mode of governance, with all stakeholders participating actively in its function. Consequently, the different functionaries are involved in the decision-making bodies. It gives equal opportunities to all its stakeholders to contribute to the growth and development of the college through systematic and balanced decision-making. The institution always encourages a participative management culture by incorporating the suggestions of staff and students in numerous activities.

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

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 firm commitment from all its members in various spheres of execution of work. The decision-making bodies outlined the statement of purpose and the plan of action to focus on laying a solid foundation to attain the status of "College of potential excellence". Progressive, proactive, and highly supportive management encourages all the teaching and non-teaching communities to share their opinions democratically. Decentralised administrative structures, including the Deans - Academic, Research and Student Affairs, Controller of Examinations and Coordinators of various committees shoulder responsibility for various events towards the growth and development of the institution. In accordance with the institution's belief in collaborative leadership and democratic traditions, decentralisation and participatory management are practised for the desired results. A careful reflection of this practice may be seen in the extensive delegation of authority to the coordinators and secretaries of the various committees and cells in the college in dispensing duties and responsibilities in various academic and administrative processes, thereby contributing to the healthy vibrancy of the management mechanisms in the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

Nil

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

- - The institutional Strategic/ Perspective plan has been clearly articulated and

The institution has a Perspective/strategic plan to help it develop systematically, well-designed and adequately. The Perspective Plan of the institution ensures quality aspects in Teacher Education through various quality enhancement initiatives. The Research Development Committee of Our Lady College of Education focuses on Strengthening and upgrading existing courses, introducing recent trends in school education and Teacher Education, and designing the future of education for the upcoming generation. This helps promote Research Attitude and develop Research Aptitude among faculty members, research scholars and student teachers. The institution organises Action Oriented Programmes to achieve targeted outcomes through Seminars, Webinars, workshops, Lectures, Panel Discussions and Research Colloquium.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.ourladycollegeofeducation.com/gallery.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

- The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Our Lady College of Education has consistently functioned as a Christian Minority institution providing quality teacher education for the past 16 years. The structure of the organisation includes the Governing Body, IQAC, Principal, Dean of Academics and Research, Dean of Student Affairs, Controller of Examinations, Coordinators and Secretaries of various cells and committees with faculty members and student representatives under the leadership of the Secretary of the college and the Management members including the President of the institution. All the financial matters are to be discussed with the Governing Body, and the Governing Body members take the final decision. The Statutory bodies like the Governing Body, IQAC, Principal, Dean of Academics and Research, Dean of Student Affairs, Controller of Examinations, staff members and students are involved in defining the policies and procedures, making guidelines and rules/regulations about admission, placement, discipline, grievance, counselling, training & development, and library services. At the functional level, the faculty members share their knowledge by discussing the latest trends/technology during the faculty meeting. Some Staff members are involved in preparing the institution's annual budget.

File Description	Documents
Link to organogram on the institutional website	https://www.ourladycollegeofeducation.com/gallery.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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.

Nil

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

- **The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression**

The institution has effective welfare measures for teaching and non-teaching staff and opportunities for career advancement. The institution has a performance review system and advancement opportunities for teaching and non-teaching employees. College teaching faculty must actively participate in policy creation, decision-making, and implementation. They will be given more autonomy, trust, and freedom in making decisions, resulting in a more democratic system. This will allow them to work efficiently with their counterparts and be responsible for their given tasks without supervision or follow-up. Teachers will gain confidence in such a situation, allowing them to give different learning

experiences to children with ease and joy. The management's support structure will be crucial in empowering the faculty.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

2

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

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

15

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

10

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

50000

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

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.

Institutional strategies for mobilisation of funds and the optimal utilisation of resources Sources of funds are as follows:

Fees: Fees are charged as per the university and government norms from students.

The institution has set up a Finance committee in close coordination with the IQAC, monitors the mobilisation of funds, and makes sure that the funds are spent for the purpose they have been allocated.

Regular internal audits from the Chartered Accountant and external

audits ensure that the mobilisation of the resources is being done correctly.

The Library Committee takes care that the resources in the library are utilised optimally.

The staff and students maintain our herbal garden.

Campus cleanliness is maintained by the staff and students of the institution.

To ensure the optimum utilisation of resources, the Principal issues directions.

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC of the institution takes tremendous efforts to develop the required professional skills like communication skills and various life skills among students by arranging different events and competitions to give exposure which thereby increases their level of self-confidence. The IQAC organizes an entry level test for the B.Ed students to assess the teaching aptitude and subject knowledge. The mentoring services are provided to the students in a regular basis. In addition, faculty Development Programs and capacity development programmes are regularly organized to equip the teachers with the necessary skills and upgrade their knowledge level.

The IQAC of the institution has taken initiatives to integrate and consolidate all the inputs and suggestions from various stakeholders, viz. Management, Teaching and Administrative Staff, Students, Alumni, Parents and the Subject Experts from the industry. The Perspective Plan considers the needs of society and the nation at large, as well as the expectations of stakeholders, management policies, and the institution's Vision and Mission statements. As a result, the institution has a well-designed Perspective Plan for developing through expansion and enhancement of the college's infrastructure.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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.

- The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC of Our Lady College of Education meets periodically to assess the academic and administrative functions of the college. In addition, the institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through the Internal Quality Assurance Cell

IQAC has taken initiatives to identify the skill gaps and design unique programs for skill enhancement. It also recognizes the need to bring reforms in teacher education. The areas for improvement are identified, and one of the focus areas remains curriculum development.

The student satisfaction survey of the college initiated by the IQAC seeks feedback on the preparation of classes, communication skills, ICT usage, assessing student potential, regular assessment of teachers during internship, preparing students for internship, inculcating soft skills and life skills in students and encouraging to participate in sports and co-curricular activities by teachers.

In addition, feedback is also received about the seminars and workshops organized to develop student competencies by the college, transparency involved in Internal Evaluation, Holistic development provided to the students, opportunities for recruitment, ICT services provided in the campus, safe drinking water facilities, clean sanitation and Infrastructural facilities.

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

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

5

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.ourladycollegeofeducation.com/gallery.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.ourladycollegeofeducation.com/gallery.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

The College has an eco-friendly campus. SAVE WATER, SAVE TREES, SAVE ELECTRICITY TO SAVE THE PLANET is practiced in campus and the same

is propagated through posters inside the campus, the adjacent school, and the nearby area. The policy provides guidelines to the students, faculty, and others in the campus regarding the conservation and protection of the environment. The objectives are to use renewable energy and optimize energy consumption and cost, Reduce, Reuse and Recycle, and regularly monitor and follow-up procedures managed by the Institution

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Solid Waste Management

The college has a provision for Solid waste management. Glass, metals, plastics, and other non-biodegradable wastes are given to external agencies where they are segregated and disposed/ recycled according to the nature of the waste.

Sanitary Napkin Incinerators have been installed in the college and girls' hostels to facilitate disposal of sanitary napkins in an environment-friendly way.

Vermi compost

Dry leaves, green waste and wet wastes are collected from college, hostel and college canteen. Our vermin composting unit is maintained by our M.Ed., and B.Ed., Eco club students. Manure from process is used for gardening in the college as well.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Essential daily/weekly campus cleaning includes sweeping and mopping all hard surface flooring, regularly cleaning the floors in the administrative area and classrooms, cleaning the walls, windows, and other surfaces of rooms and buildings throughout campus using proper cleaning materials. Toilets are kept with appropriate sanitizers, soap water and toilet papers. maintaining soap water, and toiletries in restrooms. Effective and safe cleaning products are used in restrooms, canteen, and food preparation spaces. During the covid period college has taken extra care to sanitize all the basic things like light switches, door push plates, door handles, tables, desks, classrooms, hard-surface chairs, keyboards, dispensers of hand soap, sanitizers toilet flush handles, toilet seats, bathroom stall doors, handles, and handrails, are sanitized by the college support staff

members every day

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Two of the above

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

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

40000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

By visiting the old-age people, students teachers are able to be compassionate and share with them the health tips and gain insights for their teaching skills their experiences.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

B. Any 3 of the above

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

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

- Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

BestPractice1:

1. Title of the practice : MUSIC THERAPY FOR CANCER PATIENTS
2. Goal

To help the people and spread awareness about stem-cell donation, and to help other cancer patients in rehabilitation through music therapy and meditation.

Best Practice 2

1. Title of the Practice : Day Care Centre
2. Goal

One of the primary goals and objectives of a day care center isto provide a nurturing, fun environment for children.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Our Lady College of Education stands out in its distinctive endeavour for blending traditional values with modernity.

Excellence in Curriculum

A high quality of academic excellence can provide value-added experience for the students. In 2020-2021 the Learning Outcome Based Curriculum Framework (LOCF) is prepared. In 2021-2022, LOCF based curriculum is implemented and Dynamic Lesson Plans are prepared for every course by the faculty members for the teaching-learning process.

Religious Harmony

Our Lady College of Education recognizes and respects all religions and follows a secular principle. Verses from Holy Bible, Bhagavat Gita and the Holy Quran are read every day during the morning assembly.

Exploration of Knowledge through Research

Research forms an integral part of Our Lady College of Education. At the B.Ed. level, case studies, institutional case studies and action research are carried out by all the students. Further, M.Ed. students take up research project as a partial fulfilment of their course requirements.

Exponent for Development of a all-round Personality with Global Vision and Social Responsibility

Participation of students in Co-Curricular Activities (CCA) and Extra Curricular Activities (ECA) helps to enhance all rounded personality.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File