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SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CSI BISHOP NEWBIGIN COLLEGE OF EDUCATION

COLLEGE NAME. C. S. I. BISHOP NEWBIGIN COLLEGE OF EDUCATION
COLLEGE CODE. 10225 109, DR. RADHAKRISHNAN ROAD, MYLAPORE,
CHENNAI -600 004
600004

www.bishopnewbigin.edu.in

SSR SUBMITTED DATE: 21-11-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL BANGALORE

November 2022

Executive Summary

Introduction:

According to Graham Balfaur, Educational administration enables the right pupils to receive the right education from the right teachers, at a cost within the means of the state under conditions which will enable the pupils to profit by their training., IQAC cell of our college strives very hard to achieve this statement.

About the College:

Bishop Lesslie Newbigin served the Diocese of Madras from 1965 – 1975, in view of his birth centenary in the year 2009, the Institution is named after him as a sign of honour to Bishop Newbigin and an expression of gratitude to God. BISHOP LESSLIE NEWBIGIN RESEARCH CENTRE has been started in 2018 which is the special feature of our college.

College Goals and Objective:

1. To inculcate values among Teacher Trainees to meet the challenges of the changing world.

2. To equip the Teacher Trainees with excellent pedagogical skills.
3. To transform Teacher Trainees to function effectively as role models of the Great Teacher.**LOCATION-** It is located in a sprawling campus of St.Ebba's higher Secondary School in Mylapore, Chennai which is in the heart of the city.

Vision:

The College aims at training prospective teachers who will be competent, committed and resourceful to serve the nation with a Mission.

Based on the above mentioned Vision, IQAC vision is given below

- To become "Globally recognized Teacher training Institute" and inspires to be one among the best premier teacher training colleges in India.

Mission:

The CSI Bishop Newbigin College of Education aims to train the teachers to have active and creative minds a sense of sacrifice understanding and compassion for others, and the courage to face the challenges of life. It emphasizes on the holistic development of each student in (spiritual, moral, intellectual, social, emotional and physical dimension) body mind and spirit. The ultimate goal is to train teachers with a global perspective.

Based on the above college Mission IQAC Mission is formulated as below

- To get top rank in National ranking system like NIRF etc.,
- To get five star status in NAAC Accreditation in future.

TYPE OF INSTITUTION-

Our Institution is a Coeducation college. It is affiliated to Tamilnadu Teachers Education University, Karapakkam, Chennai.

SWOC***Institutional Strength :*****BRIEF NOTE ON STRENGTH, WEAKNESS, OPPORTUNITIES AND CHALLENGES (SWOC) IN RESPECT OF THE INSTITUTION**

1. **STRENGTH:** Sharing of responsibilities(well defined ORGANOGRAM), treating every individual as person of unique ability, Academic freedom to faculty for an innovative teaching approach, regular PTA meeting, Feedback from various stakeholders, well organized placement, Periodic meeting with Secretary and Principal, Annual Alumni get-together, active

student council, organized Governing council and BISHOP LESSLIE NEWBIGIN RESEARCH CENTRE.

Institutional Weakness :

Need many ICT (SMART) enabled classrooms

Institutional Opportunity :

It is intended to provide e-resources and Digital classrooms to all departments.

Institutional Challenge :

In tackling academically weak students, Placement in Matriculation and CBSE/Global schools, Real challenge is to make them qualify in **TET/CTET/ PGTRB/UPSC and other Competitive exams.**

Criteria wise Summary

Curricular Aspects :

The academic and administrative aspects of the college have been taken utmost care by various committees which consist of representatives from management, teaching staff, non-teaching staff, experts, Parents, alumni, student representatives. The respective committees periodically meet to discuss and deliberate on the important academic and administrative aspects. The decisions taken by various committees are recorded and discussed with management for further action. The functions of the following committees strive very hard towards smooth running of the Institution

1. Governing council
2. Admission committee
3. Academic Calendar
4. Academy of excellence
5. Academic Counselling
6. Account (Internal) checking
7. Alumni Association
8. Anti-Ragging committee
9. Curriculum Planning committee(in-house)
10. Internal Quality Assurance Cell(IQA, IQAC, AQAR)
11. Mentoring
12. Placement Cell
13. Parent –Teachers Association(PTA)
14. Examination Committee
15. School Internship

16. Student Council Committee(Union)
17. Student Extension service committee
18. Student support system
19. Scholarship Committee
20. Research Colloquium
21. Grievance Redressal committee
22. Magazine committee
23. Library Committee
24. Lesslie Newbiggin Research committee
25. Student-staff study circle
26. Website in-charge

The above Committees and the in-charge faculty take care of the activities by conducting regular meetings with the members. The in-charge faculty (Member-Secretary) prepares agenda of the meeting, conduct the meeting, Record the minutes of the meeting along with Geo-tagged Photos and document for NAAC.

Curriculum planning committee periodically meets to discuss on the methods, techniques and strategies for prompt delivery of the content of the curriculum more effectively. The in-house curriculum planning committee frames Time-table with the work load, prepares Academic calendar. PLO and CLO for all the courses are framed in the beginning of the semester. Tentative dates for conducting Continuous assessment, Task and Assignment (Seminar), Practicing Skills of Micro-teaching, Mock commission(10 days), Student Induction Programme (Fresher's day) Union Inauguration and Valedictory, NSS camp(10 days), Field visits, Cultural competition week, Art and craft workshop, Special day celebration, Innovative school visit, Students Tour, Sports day , Graduation day, Farewell program. Except Pedagogy all the Core

Teaching-learning and Evaluation :

Diverse approach and variety of methods are being used in Teaching –Learning aspects and the Evaluation part is completely ruled by the norms of TNTEU following Continuous Internal Evaluation (CIE). Continuous evaluation is carried out throughout the year through regular tests, objective tests, assignments, student paper presentations, seminars, quizzes etc. Unit tests, Class tests, Model exams are being conducted.

Infrastructure and Learning Resources :

Students as well as Staff are being given ample opportunities to boost their creativity and interest. We conduct various outreach programs every year depending on the subjects the students have opted. The in- charge staff and a student coordinator organize the whole program by planning the activities and makes students to participate in them actively and enthusiastically.

Student Support and Progression :

The college provides free Computer and Wi-Fi Internet facility to the faculty and Students. Workshops and Seminars for teachers and students are organized from time to time to use computers in Teaching Learning Process.

Efforts are being taken to digitalize the Library. Steps are being taken for Automation now our library is fully digitalized with AUTOLIB facility etc,

Governance, Leadership and Management :

- Orientation programs at the beginning of the Academic year
- Awareness is given about different Scholarships available for students.
- Guidance and Student counseling cell extends psychological support to students to reduce their anxiety, Stress before Internship and Examination stress, Placement etc.,
- Daily prayer and Regular announcements in morning assembly and display on the notice boards.
- Grievance cell is actively involved in resolving the problems of students.
- Effective Feedback mechanisms
- Suggestion box is provided for students
- Mentor-Mentee program is being introduced. The details of mentoring are documented.
- Active Alumni meeting is being conducted every year

Institutional Values and Best Practices :

Effective Implementation of the Mission and Vision in all College activities, our Institution has an Excellent Governance in planning executing and follow up Mechanism.

Our College Organogram and the flow chart depicts the Hierarchy of the system.

Various Committees and the Boards extend their fullest Co-operation in the effective Governance.

The Institution has a transparency in its financial, academic, administration and other functions.

We have e- governance system and Support our students in Examination, Attendance, Teaching – Learning ,etc.,

Our Institution has an effective welfare measures for Teaching and Non- Teaching staff for the following

- (a). Doing Higher studies (OD/ Permission)
- (b). Doing FDP
- (c). Attending / Presenting papers in Workshop/Seminars/ Conference
- (d). TA/DA for the above.

Functions of IQAC

- Effective feedback system is followed in IQAC
- Conducting meeting of Various Committee, Minutes of the Meeting/ Geo- Tagged photos are being taken.

- Guiding and implementing Quality circle in the Institution.
- Monitoring and follow up in new institution are being carried out

Research and Outreach Activities :

- Eco – Club activities on to enhance green campus and create awareness on need for protecting nature.
- Plantation in college campus.
- Prohibition of use of polythene bags in Campus.
- A Water Recharge Bore in college campus to conserve rain water

Functions of IQAC

- Enable the staff to clarify any queries and keep focussing towards quality enhancement;
- Thoroughly study the available resources and ensure the maximum utilization of potential to make a quality circle
- Ensure Academic and Administration Audit (AAA) regularly for quality Education and Administration
- Keen in taking steps or actions taken as a follow up measure
- Act as a bridge to coordinate the various activities of the Institution of all the best Practices.
- Actively involve in all Institutional decision-making process to improve quality functioning;
- Adopt and act as a dynamic system for quality and innovative changes in the college
- Participate in all the Committee meeting and give valuable suggestions, Solve problems
- Systematically plan, organize and execute a methodology of documentation using Standard Operating Procedure (SOP) for Data Validation and Verification (DVV).
- Ensure the Timely submission of AQAR to NAAC within the stipulated time (after first cycle)

Profile

BASIC INFORMATION

| Name and Address of the College | |
|--|--|
| Name | CSI BISHOP NEWBIGIN COLLEGE OF EDUCATION |

| | |
|---------|---|
| Address | COLLEGE NAME. C. S. I. BISHOP NEWBIGIN COLLEGE OF EDUCATION COLLEGE CODE. 10225 109, Dr. Radhakrishnan Road, Mylapore, Chennai -600 004 |
| City | Mylapore |
| State | Tamil Nadu |
| Pin | 600004 |
| Website | www.bishopnewbigin.edu.in (http://www.bishopnewbigin.edu.in) |

Contacts for Communication

| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
|-------------------------|-----------------|-------------------------|------------|--------------|------------------------------|
| Principal | Mrs. V.regina | 044-28110778 | 8754482049 | 044-28110608 | bpnewbiginbedcol100@gmail.co |
| IQAC / CIQA coordinator | Mrs. J.v.persis | 044- | 9444792405 | 044- | persisrichard1971@gmail.com |

Status of the Institution

| | |
|--------------------|----------------|
| Institution Status | Self Financing |
|--------------------|----------------|

Type of Institution

| | |
|-----------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

Recognized Minority institution

| | |
|------------|-----|
| If it is a | Yes |
|------------|-----|

| | |
|---------------------------------|--|
| recognized minority institution | Minority Certificate sign.pdf (https://assessmentonline.naac.gov.in/storage/app/ssrprofile/minority_doc/minoritydoc) |
| If Yes, Specify minority status | |
| Religious | Christian Minority |
| Linguistic | Bilingual English Tamil |
| Any Other | |

Establishment Details

| State | University name | Document |
|------------|---|--|
| Tamil Nadu | Tamil Nadu Teacher Education University | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/iiqa/university) |

| Details of UGC recognition | |
|----------------------------|------|
| Under Section | Date |
| 2f of UGC | |
| 12B of UGC | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI | |
|---|---|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme |
| | |

| | |
|------|--|
| NCTE | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/iiqa/sradocuments/104699_ |
|------|--|

Recognitions

| | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

Location and Area of Campus

| Campus Type | Address | Location * | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|---|------------|----------------------|--------------------------|
| Main campus area | COLLEGE NAME. C. S. I. BISHOP NEWBIGIN COLLEGE OF EDUCATION COLLEGE CODE. 10225 109, Dr. Radhakrishnan Road, Mylapore, Chennai -600 004 | Urban | 2.5 | 1964.728 |

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)

| Program Level | Name of Program/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
|---------------|------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| UG | BEEd,Education | 24 | UG | English | 100 | 100 |

Position Details of Faculty & Staff in the College

Teaching Faculty

| | | | | | | | | | | |
|--|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------|--------|
| | Professor | | | | Associate Professor | | | | Assistant Pro | |
| | | | | | | | | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 |
| Yet to Recruit | 0 | | | | 0 | | | | | |

Non-Teaching Staff

| | Male | Female | Others | Total |
|---|------|--------|--------|-------|
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 2 | 3 | 0 | 5 |
| Yet to Recruit | | | | 0 |

Technical Staff

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

Qualification Details of the Teaching Staff

Permanent Teachers

| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Temporary Teachers

| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part Time Teachers

| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Details of Visting/Guest Faculties

| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
|--|------|--------|--------|-------|
| | 1 | 0 | 0 | 1 |

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

| Program | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 5 | 0 | 0 | 0 | 5 |
| | Female | 56 | 0 | 0 | 0 | 56 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 0 | 0 | 1 | 2 |
| | Female | 19 | 11 | 15 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 1 | 1 | 4 |
| | Female | 0 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 4 | 4 | 4 | 2 |
| | Female | 54 | 51 | 51 | 14 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1 | 1 | 0 | 1 |
| | Female | 0 | 10 | 7 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |

| | | | | | |
|-------|--------|----|----|----|----|
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 78 | 79 | 79 | 36 |

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Our vision and mission delineates the multidisciplinary courses in our B.Ed. College. The College aims at training prospective teachers who will be competent, committed and resourceful to serve the nation with a mission. The CSI Bishop Newbigin College of Education aims to train the teachers to have active and creative minds, a sense of sacrifice, understanding and compassion for others, and the courage to face the challenges of life. It emphasizes on the holistic development of each student in (spiritual, moral, intellectual, social, emotional and physical dimensions) body mind and spirit. The ultimate goal is to train teachers with a global perspective. A holistic and multidisciplinary education would aim at developing all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Individual campus departments and schools, campus-wide teams, and campus–employer collaborators should consider developing and implementing new models and programs that integrate the STEM fields, the arts, and the humanities. New designs for general education should consider incorporating interdisciplinary, multidisciplinary, and trans disciplinary integration, emphasizing on applied and engaged learning. BE/ME students were allowed to do teach sciences, technologies and Mathematics. The institution offers flexible and innovative curricula that includes credit- based courses and projects in the Departments of Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Social Sciences

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| | <p>like Sociology, Economics, Sports, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. The multiple entry Starts in 1 year and exists at the end of 4 year of undergraduate education. In 1st year, 10 credit skills enhance. In 2nd year, the exit course The move is likely to become a big boon for the students as they do not need to fear about losing a year or two if they have been studying one course for two years already when they plan to move into a different one. Practical barriers to interdisciplinary research include the difficulties of organizing meetings, developing a common language and knowledge, and understanding the task at hand. In this approach, faculty share research goals and work on the same problem. Extra activities of research according to the institutional plans to engage more multidisciplinary to find the solutions to society's most pressing issues and challenge. In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college invited Dr. William Gnanasekaran and his wife with expertise on Germany System of Education and they gave detailed lecture comparing the Indian and German System of Education. Dr. Armstrong was invited from Madras University to give a talk on Multidisciplinary approach. The college also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like World Aids Day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities of the students.</p> |
| 2. Academic bank of credits (ABC): | <p>a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank credits as proposed in NEP 2020. "Academic Bank of Credits" (ABC). It helps faculty to manage & check the credits earned</p> |

by students. It is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. "Academic Bank of Credits" (ABC) helps faculty to manage & check the credits earned by students. Before we get into details, let us understand the main objectives of ABC..., To promote student-centric education, Focus on learner-friendly teaching approaches, Implement an inter-disciplinary approach, Allow students to learn the best courses of their interest, Enable students to learn at their own pace. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Our College is going ahead with Collaborative program with University of Melbourne, Australia to enhance the quality of teacher Education in our Institution. This will be in the future help our students to take part in joint degree programs enabling them to have credits transfer. Prof. Dr.Arul Kumaran,STM Faculty from Canada visited our College and gave a talk on Collaborative program between our College and University of Saskatchewan,St.Thomas,More College.We have already Conducted International Conferences and expertise like Dr.Muthusubranian From Malasia,For Art of teaching, Dr.Antony Sagayaraj from Zambia,Global Perspectives on Women and Child Rights ,Ms.Hannah Stephen from Australia,Literature a tool for social change,Dr.Mrs.Jeba Roja from Newyork,An introduction real time PCR and its Application ,Dr.Selva Kesavan from Poland.Our Students were enriched and gained internationalization of Education. d) How faculties are encouraged to design their own curricular and pedagogical

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| | <p>approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Our faculty are strongly motivated to design their own curricular and pedagogical approaches, this focuses on depth of understanding rather than breadth of content coverage by providing students with multiple opportunities to practice and demonstrate what they learn in a variety of contexts. Develops students' abilities to make meaningful applications and generalization to new problems and contexts.</p> <p>e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Our institution is encouraging the students to enrol registration and participate in ABC program, which will enable them to attain academic excellence and career development. ABC will ensure the opening, closure, and validation of the Academic Bank of Accounts, verification, accumulation, and transfer or redemption for students.</p> |
| 3. Skill development: | <p>a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Based on the necessity in training the students to face the challenges of 21st century, our college has arranged for Communication classes (spoken English, TOEFEL, IELTS) Academy of Excellence for preparing students competitive examinations like TET/CTET/PG TRB, for citizenship training (10 days camp) and leadership skills training in NSS, YRC, RRC are being given. For ICT, training is being given in PPT presentations, downloading you-tube videos for relevant topics, creating GCR, GOOGLE MEET, GOOGLE FORMS, GOOGLE XL SHEETS etc., since ours is an education college, training in teaching and</p> |

skills are being provided. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The following value based education are given: Students are given choices to take Moral value education or Scripture education/ Human Rights education as value-added course in their B.ed Programme. For inculcating Citizenship values, various programs are being arranged like Aids awareness program, Traffic rules, COVID-19 precautions, Dengue awareness program, GO GREEN(ECO GREEN)SWATCH BHARATH(SAP) activities, MOU's with Rural schools and Internship schools, adopting rural and underprivileged schools, adopting villages etc., are carried out as student outreach activities. For Life skills, Art and craft, Music, Tailoring, Gardening, creativity in wealth out of waste i) Moral education- ii) Scripture education- iii) Human Rights education- iv) Citizenship values- v) Life-skills- vi) Morning devotion- Meditation and Yoga prayer, message, Thirukkural and daily NEWS d) Enlist the institution's efforts to:

- i. Design a credit structure to ensure that all students take at least one vocational course before graduating. Students are asked to enrol in any one of the on-line course offered by MHRD(SWAYAM, UGC, NPTEL, NCERT, IGNOU etc.,)
- ii. Engaging the services of Industry veterans and Master Craft's persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. Art and craft- Drawing and doing crafts by Experts Music-Parai during hours of world record was given. keyboard during Christmas and other college functions Karathe/ Silambam- During sports hour practice will be given for Karathe and Silambam Singing- training in

| | |
|--|---|
| | <p>Carnatic music was given Tailoring- Students are given training in tailoring v. Skilling courses are planned to be offered to students through online and/or distance mode.</p> <p>Competency in teaching- Micro teaching skills, Bilingual teaching and learning, Leadership skills- conducting programs as Convenors, Team leaders, Mentoring, Counsellors(case study), chairperson in GD Citizenship values-Through RRC,YRC, NSS(CAMP), Creativity / talents skills during cultural Public speaking-morning assembly(devotion) Vocational skills- Tailoring Digital literacy- ICT skills</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>(Teaching in Indian language, culture) using online course The medium of instruction in Our College is English, but Professors teach in bilingual. We usually have students from other states also like Kerala, Andhra, Karnataka, Assam etc., Majority of the students are from Tamilnadu speaking Tamil as mother tongue. As a college we follow, bilingual viz., English and Tamil. The medium of study is bilingual i.e., study can write their exams either in English or in Tamil. To improve Communication skill, we have communication classes twice in a week (Tuesday and Wednesday). Students get practiced with soft skills and get trained.</p> |
| 5. Focus on Outcome based education (OBE): | <p>Aim and objectives of this Out Come Based Education is to enhance the professional Capacities of a students teachers in integrating information and Knowledge Comprehension, Practice skills and presentation skills. “ CSI Bishop Newbigin College of Education offering he B.Ed programme will Consist of theory courses in “ Perspectives in Education” and Curriculum and Pedagogic studies “ along with “Engagement with the field” as practical component , though model of education that replaced the traditional focus on what the college provides to students on What the college provides to students in favour of</p> |

making students demonstrate that “ They know, and are able to do” Whatever the required outcome are to be reforms emphasis setting clear standards for observable, measurable out comes in our college students of CSI Bishop Newbigin College of Education. Out Come Based Education it will empowers students to choose what they whole like to study and how they would like study it. Through this method not only do it. Adapt to a learn strengths and weakness. But also provide sufficient time to attain proficiency and fluency in the subject matters. Along with the Pedagogical Studies extra course also providing to the study enable, course, Spoken English, Scripture, Moral Education, Human rights IAS, IPS coaching etc.... and addition programme also providing to the students the following activities are practical and participated such as NCC, NSS, YRC, SCMI, AIACHE, Eco- Club, Maths Club, Science club etc... at the same time students may participated at National and International Level Conferences, Seminars, Workshop, Symposium and Hand on Minds on Activities etc. At end of the Out Come Based Education approaches students may improves this Competency in knowledge acquisition in term of high final Course grades and skills, nursing come Compelecies, and ensure Behaviors skills. So, Bishop Newbigin provide the Out Come Based Education . It's platform is in which an emphasis is placed on a clearly articulated idea of what students are expected to know and able to do BEST PRACTICES IN OUR COLLEGE Psychology Courses, will be handle practical those the B.Ed. programme practices in our college like a course. It helps us understand people, how and why people out can give a new perspective on Communication and human relations understand how large group of people rend to think and feel is also useful on may aspects of the professional. It clearly explained the study of how our human minds work and how they

| | |
|---|--|
| | <p>function. In this course are taught a member of things from terms used in the field. THROUGH THIS COURSES, STUDENTS MAY UNDERSTAND AND THEMSELVES BETTER:</p> <p>Learn and Research method Improve your understanding of others Develop Critical thinking skill Help in their future careers learn about human Development Develop insight into mental illness</p> |
| 6. Distance education/online education: | <p>During pandemic and in the year of 2020 was implemented Online distance Learning in our college of CSI BIHOP NEWBIGIN COLLEGE OF EDUCATION this type of learning has helped students to become independent learners before They make their into the real world. We hope through this platform students got opportunities to explore new learning application and it helped to develop new skills and capacities accelerating their growth trajectory. Our faculties also encouraged online / Distance education for engaging their free time and allow any one sitting anywhere to learn a new set of skills. Nowadays (present scenario) universities and Colleges are ensure to do (MOOC) massive open online courses have been hailed as an educational revolution that has the potential to override, borders, race gender, class and income far from realizing the high ideals of their advocates, MOOCs seem to be reinforcing the advantages of the haves rather than educating the have nots and through this learning better access to technology and improved basic education are needed worldwide before MOOC'S . Online courses from the MOOC via swayam students Register and access many online courses submit assignment before due dates and deadline given their course, read the syllabus. This a grace platform to provide the opportunity to made cu traction between the world wide faculties subject export iced and make it social network and let people choose of their interest/ invite learners to contribute . Worldwide, and to encourage peer evaluation these are the benefits to gaining</p> |

our students through the online courses.

GOOD PRACTICES IN OUR COLLEGE BY ONLINE Connect with students in or out of the classroom with Google work place productivity tools, its gives students the flexibility to connect with teachers and it's a free platform for educations, through to give teachers the things they need to communicate with students, organize classes, events, and materials with keep records. Our facilities (all Pedagogical staff) using GCR Application and provide a central location to communicate with students, ask questions, and make assignments with time and dates to assign the students. In an increasingly digital world, through this Virtual Classroom helps facilitate online learning for digital learners to day with a Unique look and feedback through this app our students easy to use and secure tool, It helps educations, manage, measure, and enrich learning experiences. This makes it easy to know everyone's students and to form up with students who are missing work, everything is times stamped, so late work is Easley identifiable. Students can create learning activities using learning context like, YouTube videos, Google form, survey sheets or PDF from the Drive by Google classroom.

1. Clear rules and Expectation 2. Frequent and successful assessment 3. High students engagement and involvement 4. Authentic and purposeful learning 5. Efficient learning /keeping etc., Google classroom is available for free for college that are using google apps for education.

QIF

1. Curricular Aspects

1.1 Curriculum Planning

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

Answer:

The aim of C.S.I. Newbigin College of Education is to mold young women as leaders in all walks of life, to help them acquire the qualities of discipline, communicative ability, and competitive spirit and to equip them with global competencies so that they could face the changing scenario successfully. In response to the current realities and emerging trends, the college has a strong motto of light to lightening. The College initiated steps for introducing an appropriate curriculum to satisfy the present needs of the society.

Objectives:

- To develop academic achievement in life
- To introduce job-oriented and skill-based courses
- To provide many program options
- To establish academic flexibility

The diversified curriculum, given by the TNTEU, offers a number of pedagogical, educational, job-oriented and skill-based courses. This system provides the learner with an opportunity to match their aptitude and interest with the subject of his choice and enables him to learn at his own pace.

Based on the TNTEU curriculum and syllabus we adapt the procedure of norms of the University but periodical and time table is allocated by us accordingly.

After going through this unit, you will be able to:

- understand mainstream curriculum
- understand about the National Curriculum Framework and its role in Inclusion
- understand the concept of Curriculum Adaptation Accommodation and Modification
- know the different types of adaptations and make individual adaptation plans in an inclusive set up
- learn about disability specific accommodations and adaptations

Before going through the process we need to know that

- A curriculum is always pre-planned.
- A curriculum is meant for education in a particular society and children of a particular age group.
- The goals of a curriculum are reflected in the set of educational objectives that are mentioned in it.
- A curriculum facilitates planning of instruction by a teacher.

Based on the syllabus and units various kinds of activities will be allocated according to the units. Any issues that arises due to the curriculum the college faculty will discuss and resolve the problem at the same time, mid-courses such as English communication skill, IELTS, UPSE Coaching and soft skills will also be conducted.

C.S.I. Bishop Newbigin college of Education has an excellent mechanism for assessing the speaking skill of the students. In the first and second semesters, a practical component has been introduced in order to test the communicative skill of the students. With the help of external experts, the teachers of the English Department perform this task through viva voce examination for the benefit of all the first year UG students.

2) General Tamil: It is offered in the first and second years of the UG Course.

3) Foundation Courses: The courses offered by the Department of Foundation Courses are the following:

4) Environmental Studies/Yoga: Environmental studies were taught from the year 2009 to 2014 and from 2017 Yoga has been introduced in place of this subject. The course material has been prepared by the teachers belonging to the Departments of Life Sciences.

| File Description | Document |
|--|--|
| Plans for mid-course correction wherever needed for the last completed academic year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1) |
| Plan developed for the last completed academic year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1) |

| | |
|---|--|
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1) |
| Any other relevant information | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1) |
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

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

Answer: A. Any 5 or more of the above

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|---|--|
| Meeting notice and minutes of the meeting for in-house curriculum planning | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.1.2) |
| List of persons who participated in the process of in-house curriculum planning | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.1.2) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.1.2) |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.1.2) |

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**

Answer: A. All of the above

◀ [REDACTED] ▶

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

Answer: 100

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 9 |

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 9 |

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10469) |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/10469) |

| | |
|---|--|
| courses in the curriculum | |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.2.1.pdf) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

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

Answer: 2.6

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 2 | 2 |

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.2.1.pdf) |
| Brochure and course content along with CLOs of value-added courses | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.2.1.pdf) |

| | |
|---------------------------------------|---|
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |
|---------------------------------------|---|

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

Answer: 76.51

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 72 | 74 | 0 | 0 |

| File Description | Document |
|---|---|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.3) |
| Course completion certificates | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.3) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

information

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

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

Answer: A. All of the above

| File Description | Document |
|---|--|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.4) |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.4) |

| | |
|----------------|---|
| Paste link for | View Document (https://www.bishopnewbiggin.edu.in/gallery.php) |
|----------------|---|

additional
information

View Document (<https://www.bishopnewbegin.edu.in/gallery.php>)

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

Answer: 0.36

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

**File
Description**

Document

List of
students
enrolled and
completed
in self study
course(s)

View Document
(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.5>)

Data as per
Data
Template

View Document
(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.2.5>)

Paste link
for
additional
information

View Document (<https://www.bishopnewbegin.edu.in/gallery/swayam2019>)

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

Answer:

In today's complex and competitive academic environment in higher education, professional approaches and best practices alone can act as catalysts for quality improvements in the system as a whole. The quality of curriculum and the human infrastructure would make a quantum difference in the quality of graduates, which is the outcome of such inputs. It will exert significant influence on the international reputation of the Indian higher education system in general and the TNTEU in particular. Realizing that the present system offers a very rigid pattern, which is inadequate to satisfy the interests and aspirations of the students, it was necessary for the university to move with the times and offer programme to cater to the diverse needs of the students according to their learning ability and pace of learning. Optimization of resource use to achieve the best realization and nurture of talents among the large student community prompted the university to initiate this curricular reform.

Objectives

- To develop the curriculum with student focus
- To promote academic excellence in the areas of student choice
- To provide adequate flexibility in the choice of subjects to the students
- To make the system more self-reliant by introducing at least partially the internal assessment process

Practice in College

Made statutory provision for changing the composition of the TNTEU and C.S.I. Bishop Newbigin College of Education and TNTEU Departments have external experts in the system.

Consultation in developing the curriculum in different specializations, like students, alumni, parents, industry, social organizations and other relevant experts will be done.

- Developed the core courses for each specialization and other possible optional

Courses including the soft skills so that adequate numbers of courses are

Available to the students to choose from.

- Now a days some e-learning modules and online cases were developed to support the syllabus.
- Introduced student feedback mechanism for the course and the transactional methodologies to improve the quality of curriculum and curriculum transaction.
- A school Committee consisting of teachers from all departments was formed to optimize the resources and talents
- To prepare the curriculum content, and model question papers for each course
- To determine the assessment

| Subjects | | | |
|---------------------------------|--|---|-------------------------------------|
| Knowledge based | Skill based | Attitude based | Value based |
| Tami | Micro teaching method | Understanding disciplinesubject | SUPW |
| English | Mini teaching method | Contemporary of Indian education | Music |
| Mathematics | Macro teaching method | earning and Teaching | Art |
| Physical science | lecture and demonstrated method | Gender and school society | Drama |
| Biological science | Through outreach activity | Assessment for learning | Debate and Quiz |
| History | Problem solving skills | knowledge and curriculum | Cultural event participation |
| Commerce and accountancy | earning by doing | Inclusive education | Life oriented education |
| Computer science(ICT) | Computer science(ICT) | Childhood and Growing up | Subject oriented education |

| | | | |
|--|--|---|---|
| | | Language Across curriculum | Student oriented education |
| | | | Value and scripture Human Rights |

Individual counseling and guiding takes time and there was resistance from the faculty. Since it was a completely new system, the faculty, the students and the parents had apprehensions about the feasibility of the change. Therefore awareness programs and training had to be organized for these stakeholders. There was difficulty in equalization of semester duration and work load because of the holiday timings around religious festivals.

Conclusion

Teaching staffs that are committed and knowledgeable about the process is selected. Separate budget allocation for each of the department is offered. Additional learning resources and administrative and academic reforms to facilitate change will be provided. Modular type curricula along with teaching-learning tools for modern methods like audio-visual preparations, group discussions, Student seminars and internships. Sensitization programs for the students.

| File Description | Document |
|--|--|
| Photographs indicating the participation of students, if any | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |
| List of activities conducted in support of the above | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |

| | |
|---------------------------------------|---|
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |
|---------------------------------------|---|

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

Answer:

The future of India depends on the nature of education given to young minds. At this juncture, reformation of educational pattern is one to the profuse needs of the hour. Education and refinement are inter-connected. No civilization is ever possible without proper education. The education system of ancient India is considered to be the most unique and distinguishing system in the world. Currently this distinctiveness of the system needs to be clarified, as so many forces and factors have got jumbled up in the Indian atmosphere

- To find out the level of participation in curriculum, co-curricular activities and personality development of B.Ed students in Indian and International education system.
- To find out the significant difference, if any, between male and female B.Ed students in their participation in co-curricular activities and personality development to survive everywhere.
- To find out the significant relationship, if any, between different cultures, ethical values among national and International and personality development of B.Ed students.

But the growth pace to create an impactful change in the educational standards and quality of system has become sluggish. Some of the research analysis of Scholars is been reviewed. With respect to C.S.I. Newbigin College of Education inculcate different boards of education medium such as state board, metric board, Anglo-Indian and CBSE boards through Internships at different schools among Diocese, Chennai. There are three basic types of curriculum in our college such as design-subject-centered, learner-centered and problem-centered design. Subject-centered curriculum design revolves around a particular subject matter or discipline, such as mathematics, literature, biological Science , Physical science, Tamil, computer science , history , commerce and Accountancy , Economics.

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge.

Indian & International Curriculum



International education refers to a dynamic concept that involves a journey or movement of people, minds, or ideas across political and cultural frontiers. It is facilitated by the globalization phenomenon, which increasingly erases the constraints of geography on economic, social and cultural arrangements.

The primary goals of international education are furthering knowledge and cultural capital, learning about places and cultures, and gaining intercultural skills in the process

Likewise, in Bishop newbigin college of education in our students also get exposure at national and international events. This will be achieved through the student's participation in national and international conferences, seminars, symposium, workshops, debate and different culture competition in and around Chennai, Ramapuraqm, Bangalore, as well as Germany (SCMI) and students have also attended SCMI workshop at Germany, eco concern international conference by C.S.I. Synad, Madras. This will be few examples on how we prepare our students to have an all-rounder personality through updated curriculum and activity by adapting different cultures worldwide.

| File Description | Document |
|---|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |
| Action plan indicating the way students are familiarized with the | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |

| | |
|---------------------------------------|---|
| diversities in Indian school systems | |
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |

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

Answer:

Students derive professionally relevant understanding and consolidate these in to their professional acumen from the wide range of curriculum experience provided during teacher education programme.

Introduction

Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. Faculty members of C.S.I. Newbigin College of education work towards creating an education system that helps develop the students into an all-rounder with an updated knowledge about the teaching ethics around the world. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period. After reviewing various researches on the curriculum and significant role of teachers' in framing the curriculum the process of curriculum development was decentralized. The process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks. Decentralization should mean greater autonomy within the state/district.

The objectives of this Teaching Education Programme.

- To explain the curriculum development process.
- To explain the role of the teacher as curriculum developer.
- Imparting an adequate knowledge of the subject- matter
- Equipping the prospective teachers with necessary pedagogic skills
- Enabling the teacher to acquire understanding of child psychology
- Developing proper attitudes towards teaching
- Enabling teachers to make proper use of instructional facilities.

Importance of curriculum in teacher education

A curriculum guides the instructional lessons that teachers use. A curriculum defines what the learner will learn and can possibly guide when the learner learns the information from the lesson.

A curriculum offers teachers the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that the levels involve a high school, college or career. Curriculum can help students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning.

Role of teacher in curriculum development

Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. So teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker and administrator. Teachers play the respective role for the each step of curriculum development process. Curriculum planning involves analysis of philosophy, social forces, needs, goals and Objectives, treatment of knowledge, human development, learning process & instruction, and decision.

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|---|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.3) |
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

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

Answer: A. All of the above

| File Description | Document |
|--|---|
| Sample filled-in feedback forms of the stake holders | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.4.1) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

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

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

| File Description | Document |
|-------------------------|-----------------|
|-------------------------|-----------------|

| | |
|-------------------------------|---------------|
| Stakeholder feedback analysis | View Document |
|-------------------------------|---------------|

| | |
|---|--|
| report with seal and signature of the Principal | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.4.2) |
| Action taken report of the institution with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/1.4.2) |

2.Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Answer: 60.8

| File Description | Document |
|---|--|
| Document relating to Sanction of intake from University | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.1) |

Approved admission

| | |
|---|--|
| list year-wise/ program-wise | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.1) |
| Approval letter of NCTE for intake for all programs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.1) |
| Any additional link | View Document (https://www.bishopnewbigin.edu.in/approval.php) |

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

Answer: 47.59

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78 | 66 | 70 | 33 | 29 |

| File Description | Document |
|---|--|
| Final admission list published by the HEI | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.2) |
| Data as per Data | View Document |

| | |
|---|--|
| Template | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.2) |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.2) |

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

Answer: 45.07

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55 | 21 | 26 | 19 | 16 |

| File Description | Document |
|---|--|
| List of students enrolled from EWS and Divyangjan | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.3) |
| Data as per | View Document |

| | |
|-----------------------------------|--|
| Data Template | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.3) |
| Certificate of EWS and Divyangjan | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.1.3) |

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..

Answer:

INTRODUCTION: "TEACHING" is a noble profession that plays an important role in enhancing the quality of human life also it greatly deals with the matter of human culture. Only a well-qualified teacher can make a qualitative society/community, so creating a qualified Teacher is the ultimate aim of this Professional Educational Program. (B.Ed.,). Teacher Educators highly concentrate in the same for the welfare of upcoming student generation in future.

Student Induction Programme:-

In CSI Bishop new begin college of education at entry level we started student's induction programme as orientation, It is widely known that Entry-level assessment analyzes the college preparedness of all new students to ensure they have the best possible chance of success in attaining their academic goals. In spite of this, the Entry-level Assessment process for the fresher's /new students has not been in progress in our college so far, but it will be very helpful to identify different learning needs of the students at Entry-level who freshly enter this Professional course after their Academic Course. Also it is a must to know the level of their readiness such as, how likely a student is to seek out knowledge and participate in behaviour change to undergo Professional Educational Programme (B.Ed.,)

- * Based on this, a Structure Assessment Questionnaire should be prepared
- * This form should be given to the fresh students
- * The feedback should be taken from the students
- * After analyzing the feedback taken from them about
 - > Different learning needs of the students

> Level of their readiness (Physical, Emotional, Experiential and Knowledge readiness) to undergo this Professional Program

A proper Academic Support that refers to a wide variety of instructional methods, Educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards will be provided. Studying the student's outcome and identifying the weak students as Trial and error Based, we can help them in order to rectify their drawbacks with the help of the pedagogy teachers.

FUTURE PLAN:

We have a plan to identify the students' ability by conducting Pre Test using the Assessment Questionnaire from the Academic Year 2020-21 onwards. After evaluating the same, we would like to give counselling and guidelines to the weak students to enhance their overall skills. At the same time we want to prepare a geo-tag Photographs taken while conducting the Pre Test, counselling and guidelines programs and upload the same.

| File Description | Document |
|--|--|
| The documents showing the performance of students at the entry level | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2) |
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2) |

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring / Academic Counselling

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

Answer: D. Any 2 of the above

| File Description | Document |
|---|--|
| Reports with seal and signature of Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |
| Relevant documents highlighting the activities to address the student diversities | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |
| Photographs with caption and date, if any | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |

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

Answer: As an institutionalized activity in accordance with learner needs

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| Reports with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |
| Relevant documents highlighting the activities to address the differential student needs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |
| Photographs with caption and date | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2. |

2.2.4 Student-Mentor ratio for the last completed academic year

Answer: 6.27

2.2.4.1 Number of mentors in the Institution

Answer: 11

| File Description | Document |
|-------------------------|-----------------|
|-------------------------|-----------------|

| | |
|---|--|
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2.4 |
|---|--|

| | |
|---------------------------|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.2.4) |
|---------------------------|--|

2.3 Teaching- Learning Process

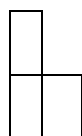
2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Answer:

INTRODUCTION: CSI Bishop Newbigin College of Education follows methods of teaching learning process to general principles, critical pedagogy and class room management strategies used for classroom instruction. It depends on what fits for the teacher, educational philosophy, classroom demonstration for subject areas. In Our College we adopt multiple mode of learning like collaborative learning approach, blended approach, flipping mode to suit learner style of learning and the basic rationale to enhance students learning as we are in the age of Information Technology.

EXPERIENTIAL LEARNING

participatory
learning



Problem solving learning

Creative Learning

Brain storming Learning

Focussed-Group discussion

On-line learning

Experiential learning :

Experiential learning entails a hands-on approach to learning and students get knowledge transferred from their teacher. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning.

- improve the Attitudes toward Learning
- Promotion of teamwork and communication skills.

PROBLEM SOLVING METHOD:

In a problem solving method, students learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept.

BRAINSTORMING AND CREATIVE LEARNING

It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face. Brainstorms allow for others to freely propose ideas, Idea Building. Each idea that is brought up doesn't have to stand on its own. Another benefit of having a brainstorming session is to get out of a normal routine. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

FOCUSED GROUP DISCUSSION:

Group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

- More participation of students.
- Students listen to other's opinion & express their opinion.
- Discuss with teachers the points that were missed during discussion.
- After discussion when students give their presentation, teacher corrects their mistakes.
- Students can make their own notes.
- The learning is more effective.

ON-LINE LEARNING:

Online learning is a learning experience that is enhanced through utilising information communication technology both outside and inside the facilities of the educational organisation. The instruction most commonly takes place in an online environment.

On-line learning provide flexibility to the students have the freedom to juggle their careers and school because they are not tied down to a fixed schedule,

- Reduced Costs, Networking Opportunities, Documentation,
- Increased Instructor - Student Time
- Access to Expertise.

The above are the varied modes of learning that we adopt to enhance students' learning.

| File Description | Document |
|---|--|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3. |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer: 100

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 11 | 11 | 11 |

| File Description | Document |
|---------------------------|---|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3.2) |
| Link of LMS | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer: 100

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

Answer: 69

| File Description | Document |
|---|---|
| Programme wise list of students using ICT | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |

| | |
|--|--|
| support | |
| Landing page of the Gateway to the LMS used | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Any additional Links | View Document (https://www.bishopnewbegin.edu.in/) |

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

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

Answer: B. Any 3 of the above

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|-----------------------|--|
| Lesson plan /activity | |
|-----------------------|--|

| | |
|--|--|
| plan/activity report to substantiate the use of ICT by students in various learning situations | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3.4) |
| Geo-tagged photographs wherever applicable | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3.4) |
| Link of resources used | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

INTRODUCTION:

Both Teaching and Learning is an art through which a developed society can be emerged. In CSI Bishop Newbigin college of education teaching learning process is unique. Mentoring is important, not only because of the knowledge and skills students can learn from mentors, but also it provides professional socialization and personal support to facilitate success in graduate school and beyond. Quality mentoring greatly enhances students' chances for success. So, As Mentors we just provide our students the best mentoring to develop their professional attributes and make their profession a great Success.

The following components are included during mentoring

- Active Listening
- Identifying goals
- Motivation
- Listening with compassion
- Flexible

- Non-Judgemental
- Giving Constructive Feedback
- Sharing Ideas / Experiences
- Building Trust
- Asking Questions.

The following questions are being asked during mentoring process.

1. Define the Goals of Mentoring

1. In what way the students benefit from mentoring
2. Observing the mentee during mentoring
3. Follow up

In the case of group mentoring a team spirit and leadership skills are stressed.

| File Description | Document |
|--|---|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/) |
| Link for additional information | View Document (https://www.facebook.com/bishopnewbigincollege/photos/pb.10006379type=3) |

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

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

Answer: B. Any 4 of the above

| File Description | Document |
|---|---|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Documentary evidence in support of the selected response/s | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Link for additional information | View Document (https://www.facebook.com/bishopnewbigincollege/video/college-of-education-nss-camp-2nd-day-program/1205446903522966) |

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

Answer:

In our CSI Bishop Newbigin College of Education, Nurturing creativity, innovativeness intellectual and thinking skills, empathy, life skills are cultivated among the students and making a good citizen to the society, some of the points have been highlighted below.

- Healthy environment is disproved to the students in the College. Informal mechanism to assist students to solve their problems has been

introduced. Evaluation of student's performance is done continuously through test and assignments.

- Teaching learning process through practices such as use of chart, models, pictures, internet, fieldwork, seminars, terminal examination become complete exercise.
- Tutorials in various subjects, where the students are given an opportunity to work out assignments, case studies and engage in group discussions.
- There is provision of mentoring system for the counseling of the students.
- E- Learning provides benefits to students to have the relevant skills and information in hand.
- Value addition programs such as computer literacy, language skill enhancement programmes are offered to the students.
- The College organizes its own student's development programmes from time to time consisting of seminars, workshops, extension lectures etc.
- The institution conducts orientation programmes for the students. The Principal and all the faculty members address the students to give abroad map of the activities of the institution including the transaction of the curriculum to be conducted in whole of the year to cater to the diverse learning needs of the students.
- The planning and organization of learning programme is done by the committee which is headed by the principal.
- Field experience and practice teaching are developed in such a way that the students acquire the knowledge, skills and values related to diversity of different aspects.
- Activities cover participation in community service e.g. cleanliness of slum areas and beach, tree plantation, traffic awareness.
- The students are encouraged to apply their knowledge and skills to design certain projects.
- Assistant examination is conducted that provide immediate feedback.
- Guest lectures are organized on current issues so that students can keep pace with the latest development in their subjects.
- Quiz, group discussion, debate and competition are held from time to time during the year.
- Participatory learning activities such as public lectures by eminent person with the support of the Principal.
- The student learning is supplemented with discussion, seminar, assessment and workshop of short duration.

Based on the above activities the students develop teaching skills, as well as life oriented skills.

| Description | |
|--|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.3) |
| Link for additional information | View Document (https://www.facebook.com/bishopnewbigincollege/pho) |

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Answer: A. Any 8 or more of the above

| File Description | Document |
|--|--|
| Reports of activities with video graphic support wherever possible | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |

| | |
|-------------------------|---------------|
| Documentary evidence in | View Document |
|-------------------------|---------------|

| | |
|------------------------------------|--|
| support of the selected response/s | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

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

Answer: A. Any 8 or more of the above

| File Description | Document |
|--|--|
| Reports and photographs / videos of the activities | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1046) |

| | |
|---------------------------------|---------------|
| Documentary evidence in support | View Document |
|---------------------------------|---------------|

| | |
|--|--|
| of each selected activity | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1046) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1046) |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/1046) |
| Link for additional information | View Document (https://www.facebook.com/bishopnewbigincollege) |

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Answer: A. All of the above

| File Description | Document |
|---|--|
| Details of the activities carried out during last completed academic year in respect of each response indicated | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.3) |

| | |
|------------------|--|
| Data as per Data | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.3) |
|------------------|--|

Template

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Answer: B. Any 3 or 4 of the above

| File Description | Document |
|--|--|
| Samples prepared by students for each indicated assessment tool | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.4) |
| Documents showing the different activities for evolving indicated assessment tools | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.4) |

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**

- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Answer: B. Any 4 of the above

| File Description | Document |
|---|--|
| Sample evidence showing the tasks carried out for each of the selected response | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Documentary evidence in respect of each response selected | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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

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

Answer: B. Any 4 of the above

| File Description | Document |
|---|--|
| Report of the events organized | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Photographs with caption and date wherever possible | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Documentary evidence showing the activities carried out for each of the selected response | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |

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

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

Answer: A. Any 4 or more of the above

| File Description | Document |
|-------------------------|-----------------|
| Samples of assessed | |

| | |
|--|--|
| assignments for theory courses of different programmes | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |

2.4.8 Internship programme is systematically planned with necessary preparedness..

Answer:

Our Institution follows the rules and regulations of Tamil Nadu Teachers Education University and train the students before Internship practice .

In 2016-2018 , the students undergo Vigorous training practicing each and every Micro- teaching skills like

- Skill of introduction – Episode and practice
- Skill of Explaining
- Skill of Reinforcement etc.,

The student teachers are being observed by peer students and teacher Educator . Immediate feedback by peer students and Teacher Education are given.

The observation sheets and photographs are taken for Record Purpose.

Followed by Internship in respective schools.

| Sl.No | Year | No.of Internship Schools | No. of Students |
|-------|-----------|--------------------------|-----------------|
| 1. | 2020-2022 | 26 | 69 |
| 2. | 2019-2021 | 16 | 72 |
| 3. | 2018-2020 | 11 | 74 |
| 4. | 2017-2019 | 04 | 36 |

| | | | |
|----|-----------|----|----|
| 5. | 2016-2018 | 11 | 30 |
|----|-----------|----|----|

The students of the last five years viz., 2016-2018,2017-2019,2018-2020,2019-2021,2020-2022 are given institutions before internship.

- Training in writing PLO's, CLO's were being given.
- Training in writing Lesson plan
- Mentoring, Counselling training are given.
- Arranging Morning Assembly, helping Guide teachers in Evaluation, conducting Formative Assessment & Summative Assessment.
- Helping Guide teachers in filling Continues Comprehensive Evaluation, Write records like observation, Teaching Learning Method, Teaching and Method, Case Study etc.,
- Helping the internship schools in conducting Exhibition, Sports Activities, Cultural, Various Competitions.
- Students get trained in Classroom management, conducting various cultural activities, Competitions, arranging tour and field visits, Examination, preparing Question paper, Preparing Mark List etc.,
- On Completing the internship students used to get feedback from the respective Schools (Feedback from students, Guide teachers, Headmistress/ Headmasters and Principal)
- Students submit Attendance Certificate form, Attendance Register from Internship School.

| File Description | Document |
|--|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

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

Answer: 2.65**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Answer: 26

| File Description | Document |
|--|--|
| Plan of teacher engagement in school internship | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.9.1.pdf) |
| Internship certificates for students from different host schools | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.9.2.pdf) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.9.3.pdf) |
| Copy of the schedule of work of internees in each school | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4.9.4.pdf) |

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**

9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Answer: B. Any 6 or 7 of the above

| File Description | Document |
|---|--|
| Wherever the documents are in regional language, provide English translated version | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| School-wise internship reports showing student engagement in activities claimed | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Sample copies for each of selected activities claimed | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Answer:

In our college which is affiliated to TNTEU, 4 months internship programme for B.Ed Students is mandatory to complete the course successfully. During internship all the pedagogy teaching faculty must visit the school twice in which the students are undergoing the internship programme. The teaching faculty during the internship has to assess the teacher student whether they acquire the teaching skill properly and the teaching faculty will analyse the student teacher whether he/she has acquired the knowledge and if not the teaching faculty will give feedback according to their teaching method which can hone the student teacher to come up in good progressive of teaching skills.

- The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teacher. The first phase including Mini teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out with mentor teacher as well as with school staff.
- Feedback by the Principal and faculty members is given to the student teacher with regard to managing the diverse learning needs of the students in the schools.
- During teaching practice, the student teacher is sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the principal of school and concerned subject teacher instructs the student teacher to prepare lesson plans. The student teacher are asked to keep in mind the locality, the age, mental level, interest, need etc. Of the students while preparing the lesson plan. The suggestions given by the staff members, subject teachers and the principal of school are given due importance for preparing teaching plans.
- Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and student's teachers.

During internship programme students adopt effective skills by the monitoring of teaching faculty and the guide teacher by this the student teacher acquire teaching professional skills.

| File Description | Document |
|---|--|
| Documentary evidence in support of the response | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4) |

Link for
additional
information

View Document (<https://www.bishopnewbigin.edu.in/gallery.php>)

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

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

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

Answer: A. All of the above

| File Description | Document |
|--|--|
| Two filled in sample observation formats for each of the claimed assessors | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |

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

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

Answer: A. All of the above

| File Description | Document |
|--|---|
| Format for criteria and weightages for interns' performance appraisal used | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Five filled in formats for each of the aspects claimed | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.4. |
| Any additional Link | View Document (https://www.facebook.com/bishopnewbigincollege/phot |

2.5 Teacher Profile and Quality

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

Answer: 100

| File Description | Document |
|-------------------------|-----------------|
| Sanction letters | |

| | |
|---|--|
| indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5. |
| English translation of sanction letter if it is in regional language | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5. |

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

Answer: 45.45

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

Answer: 5

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5.2.1. |
| Certificates of Doctoral Degree (Ph.D.) of | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5.2.1. |

(11.11.22) of
the faculty

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

Answer: 1

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

Answer: 11

| File Description | Document |
|--|--|
| Copy of the appointment letters of the fulltime teachers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5.3) |

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

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

Answer:

INTRODUCTION:In our institution teachers constantly update themselves by registering themselves in the following programmes.

- Attending Seminars, Workshops, Conference, Symposiums, Faculty development Programme.
- The faculties of our College had been conducting many programmes for Student and Teacher development.
- Teachers were encouraged to undergo the online **courses MOOC and SWAYAM** to update ourselves professionally.

- Faculty development programme was conducted during 2020 based on ICT few staffs were the resource person.

Personal: Staff - Centered Development

To attain Staff - Centered development, we were directed by the Management of Our College to attend conferences, workshops, webinars, seminars, symposiums outside of Our College. And hosting some resource persons, we too conducted the same in Our College with a view to enlighten ourselves on latest developments in the field of education, which helps us update with latest concepts that are required for professional development.

Teachers acquire knowledge that was unknown to us in planning our day to-day lessons and develop a perspective for interaction in classroom with learners. In a nutshell, this self-centred method can be defined as development for us in learning new techniques of teaching, methods of assessment and evaluation or new concepts of testing the learners. It creates awareness about new issues in the field of Education, and it ultimately helps in enhancing the creativity to us as we learn different and innovative methods of teaching.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, we adapt to the changes from time to time. We have the responsibility of developing language formation for students helping the young minds in sustaining relationship with their friends as well as teaching staff. We have found out that student achievement is directly proportional to the quality of teaching provided by us in the classroom.

Today, we need to be on the e-learning platform to get us accustomed to this revolutionary technology. For instance, e-campus is a virtual environment that gives access to all facilities of the educational institutions at the click of a mouse and students in this age like to have their space which they can do so through such e-learning facility. In this context, we just update ourselves to adapt this situation and allow students to go along, without any hindrance.

| File Description | Document |
|-------------------------|-------------------------------|
| Documentary evidence to | View Document |

| | |
|---------------------------------|---|
| support the claims | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.5) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

2.6 Evaluation Process

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

Answer:

Institution: As an affiliated institution of TNTEU, evaluation norms of the university are followed. The university has adopted major reform in evaluation by introducing Credit based grading system from the academic year 2020-21 and the institute has adopted the same. The college has adopted a method of assessing the academic performance of the students on a continuous basis.

Continuous assessment in theory subjects:

- As per the TNTEU regulations, two internal midterm exams will be conducted. As per R13 regulations the better performance in either of the examinations is considered. Whereas, as per 2020 regulation the better performance will carry 70% and other one carries 30% of weightage
- The marks allotted for internal exams are 30, Assignment for 5 marks and to that of external exams are 70. In this frame work, the college conducts the following components as part of internal exams (Assignment, Seminars and Activities)
- Marks will be awarded for all the above activities and the average is taken as the assignment marks. Pre-final exams are conducted for I year students which serves as a prelude to the university end semester examination.
- To bring uniformity in evaluation in scripts by fresh recruits, the scripts are scrutinized by seniors randomly and anomalies are pointed out to them.
- Special tests for slow learners.
- More assignments are given for practice.
- The students will be informed the mistakes committed and guided to improve their performance in next examinations.
- Each students is encouraged to give seminars in the class

INTRODUCTION:

Internal Assessment is a continuous, periodic and internal process in which assessment is done in relation to certain abilities and skills of the students periodically and continuously. It mainly demands the outcome of students than the ability and skills. So, Our College too do the same to make the well trained students for the Teaching Profession.

As an affiliated institution of TNTEU, Our College strictly follows the norms of the University for the Continuous Internal Evaluation (CIE). The University has adopted major reform in evaluation by introducing credit based Marks system. Our College has adopted a method of assessing the academic performance of the students on a continuous basis. **Continuous Assessment in theory subjects.**

The following are the major components of Continuous Internal Evaluation in our College.

- Assignments (Tasks & Assignment),
- Class Test,
- Seminars with PPT Presentation,
- Workshop, Attendance,
- Work done,
- Group Discussion,
- Class Participation,
- Role Plays,
- Case Study,
- Brain Storming,
- Continuous Assessment Test-1, Test-2, Test-3 (Mid Term Test) and Unit Test.

Continuous Internal Evaluation (CIE) is done on the basis of Assessment, We award marks for Internal Examination according to the University Norms. The Marks obtained by the students in the Continuous Evaluation process comprises of 30% weightage for their University grading. Each student is encouraged by giving seminar in the class. Thus we do Continuous Internal Evaluation in Our College and follow everything according to the curriculum framed by TNTEU.

| File Description | Document |
|------------------|----------|
| | |

| | |
|--|--|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6. |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Answer: B. Any 3 of the above

| File Description | Document |
|--|--|
| Documentary evidence for remedial support provided | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6 |
| Details of provisions for improvement and bi-lingual answering | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6 |
| Copy of university | |

| | |
|---|--|
| regulation on internal evaluation for teacher education | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6) |
| Annual Institutional plan of action for internal evaluation | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Answer:

At our college, an examination committee is been formed, one of our staff as a convenor and other teaching and non -teaching staff as members, is constituted to handle the issues regarding redressal.

- Three internal assessment tests are given during each semester. Assessment exams are conducted as per Tamil Nadu Teacher Education University.
- Timetable for which is prepared well in advance and communicated to the students earlier.
- Seating plan and table marking is been followed even for internal assessment tests, and it is displayed on the notice board along with the Internal assessment time table.
- Upon evaluation of the internal assessment answer scripts, these scripts are given to students to have an idea of their performance in the test.
- If they come across any doubts, clarification is been given, which enables them to fare better in future.
- By adopting the criteria as per the direction of affiliating university, complete transparency is been maintained in internal assessment tests.
- Students and faculty members are made aware of the transparency, and to be maintained in the system of assessment.
- This further enhances the transparency and rapport between faculty members and students .

- Any grievances related to question paper like out of syllabus, repeated questions, improper split of marks, marks missed, wrong question number during exams are addressed to the examination convenor
- If student has any grievances related to evaluation of assessment answer scripts are intimated to the subject handling faculty if necessary.

Transparent:

In every core subject or pedagogy, the mentor of the subject, will provide the internal mark depending upon their external mark. After the completion of examination, within those three days the papers are been evaluated and marks are given to the students, and they are also been insisted to get their parent's signature. Any grievances are been addressed at this level, if required it's been redressed by the subject teacher. Major grievances are referred to the examination in-charge/Principal

| File Description | Document |
|--|---|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6 .) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

Academic Calendar serves as a source of information and planning document for faculty, departments and students. The same is compiled by IQAC, Principal, calendar committee. The CIE and annual examination schedule are printed in the student's handbook which is also uploaded in the college website. The institution strictly follows the schedule of examination as per the academic calendar except in case of natural calamities and Government announcements and the same is re-planned

The Institution being affiliated to Tamilnadu Teacher Education University (TNTEU), the university releases the calendar of events for the affiliated colleges at beginning of every academic year, which includes start and end dates of the semester and examination schedules. With reference to University calendar, calendar committee of the Institute prepares the detailed calendar of events at the institution level.

The Academic Calendar, a part of the College Hand book, is prepared by our calendar committee s and provided to all the teachers and students at the beginning of the academic year.

It includes the dates of re-opening, bridge course, orientation course, commencement of internal tests, commencement of semester examinations, important functions of the college and Government, local and institutional holidays etc.

The College announces academic calendar annually in the month of July. The academic calendar provides date of commencement of the academic session, duration of semester, period of internal assessment tests, final semester examinations etc. Striking features of the academic calendar are highlight teaching days, events planned for the semester, State Govt. and local holidays.

Internal Assessment tests are conducted strictly as per the guidelines of TNTEU and as per academic calendar. Three internal tests are conducted as per the University norms. After conducting each Internal exam, the centralized evaluation should be completed within three days. In a week of internal exam completion, the proctors inform the parents about the internal marks and attendance status. Students are evaluated continuously based on three Internal exams and made them ready for University exam.

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|---|--|
| Academic calendar of the Institution with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.6.4) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

2.7 Student Performance and Learning Outcomes

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

Answer:

In our CSI Bishop Newbegin College of Education, the TNTEU curriculum/syllabus and also program learning outcome and curriculum learning outcome has been followed and each and every pedagogy faculty follow their own PLO and CLO. The learning outcomes are clearly defined using blooms taxonomy for all academic programmes and courses of the Institute. They are instrumental in achieving the mission and objectives of the institute. While defining the learning outcomes, following are taken care of:

- The Learning outcomes are measurable and stated using Bloom's taxonomy.
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their programme of study.
- The resources (faculty, library, labs, technology etc) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved.

- The outcomes are assessed and measured to identify the extent to which goals are accomplished. The gaps identified after the analysis are addressed through the properly laid action plan
- The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the programme learning outcomes are being achieved.
- The assessment of student learning outcomes is done by using direct and indirect measurement tools.
- Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a programme as prescribed in the course curriculum.

| File Description | Document |
|--|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

2.7.2 Average pass percentage of students during the last five years

Answer: 101.78

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78 | 72 | 74 | 36 | 26 |

| File Description | Document |
|---|--|
| Result sheet for each year received from the Affiliating University | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7.2) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7.2) |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7.2) |

| | |
|---------------------------------|---|
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |
|---------------------------------|---|

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

Answer:

In our college we develop the skills related to the teaching profession by adopting many kinds of methodology and implement in each department to acquire knowledge teaching skills related to the subject and profession. The

analysis of data regarding student learning outcome is carried out on the basis of

- Continuous Assessment
- Internal Examination marks
- End semester examination results
- Feedback from students
- Students who pass TET exams
- Students' employment.

Collection of Data by the College

- Progress report of the students.
- Results and attendance are documented.
 - Outgoing students and alumni are asked to report their achievements and career.
 - Report and feedback of outgoing students' employers, feedback.

Other Sources

- Minutes of general PTA meetings
- Employer feedback is documented by the Placement Cell.
- Alumni feedback is also documented.

Based on the PLO and CLO the professional skills acquired and attained professional and personal attributes.

| File Description | Document |
|--|--|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7) |

| | |
|---------------------------------|---|
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |
|---------------------------------|---|

2.7.4 Performance of outgoing students in internal assessment

Answer: 98.55

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

Answer: 68

| File Description | Document |
|--|---|
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2. |
| Data as per Data template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2. |

| | |
|---------------------------------|---|
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |
|---------------------------------|---|

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

Answer:

During orientation and skill of teachings such as black board use, introduction skill, explanation skill, questioning skill, stimulation skill, etc., the teachers identify their weakness and train them according to SWOT analysis.

The College has clearly stated the learning outcomes for its programmes and informs the same to the students on the very first day of the commencement of the academic year during the orientation/ induction programme organized for the students. Moreover, in each department, on the first day of the class the students are made aware of the significance of the study of each subject and its relevance.

The CSI Bishop NewBegin college of education highlights the students, the placements hitherto that have taken place in various streams and also showcased the progression of students of different streams and the same is brought to the notice of the students and stakeholders.

In each Department the performance of the students and their inadequacies in learning are analysed. Special attention is given to slow learners and to clarify the doubts and help the students in understanding the subject by the concerned faculty.

| File Description | Document |
|--|--|
| Documentary evidence in respect to claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/2.7) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

3. Research and Outreach Activities

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

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

https://assessmentonline.naac.gov.in/public/index.php/hei/ssr_reports/eyJpdil6lkx3eTNVaFdxZXpQSDZXMGRxWXBoUIE9PSIsInZhbHVlIjoiaMzlxU... 85/191

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

Answer: 0

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|--|
| Sanction letter from the funding agency | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1.2) |

| | |
|--|--|
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1.2) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/nationalconf) |

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Answer: C. Any 2 of the above

| File Description | Document |
|--|--|
| Documentary proof for each of the claims | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

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

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

Answer: A. All of the above

| File Description | Document |
|-------------------------|-----------------|
|-------------------------|-----------------|

| | |
|--|--|
| Reports of innovations tried out and ideas incubated | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1) |
| Documentary evidences in support of the claims for each effort | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1) |
| Details of reports highlighting the claims made by the institution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

3.2 Research Publications

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

Answer: 1.45

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 3 | 3 | 4 |

| File Description | Document |
|---|---|
| First page of the article/journals with seal and signature of the Principal | View Document (<a :"="" href="https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.">https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.: |
| Data as per Data Template | View Document (<a :"="" href="https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.">https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.: |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/nationalco |

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

Answer: 0.09

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|--|
| First page of the published book/chapter with seal and signature of | View Document (<a :"="" href="https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.">https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3. |

| | |
|--|---|
| Signature of the Principal | |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3). |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3). |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery/nationalcc |

3.3 Outreach Activities

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

Answer: 2

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|

| | | | | |
|---|---|---|---|---|
| 4 | 1 | 3 | 1 | 1 |
|---|---|---|---|---|

| File Description | Document |
|---|--|
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3. |

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

Answer: 100

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 69 | 72 | 74 | 36 | 30 |

| File Description | Document |
|------------------|----------|
|------------------|----------|

| Description | |
|---|--|
| Report of each outreach activity with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3.2) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |

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

Answer: 100

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 72 | 74 | 36 | 30 |

| File Description | Document |
|---|--|
| Documentary evidence in support of the claim along with photographs with caption and date | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3) |
| Date as per | |

| | |
|---------------------------|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3) |
| Any other relevant link | View Document (https://www.bishopnewbigin.edu.in/gallery.php) |

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

Answer:

Outreach activities is conducted by educators, these activities are alternate research applications that can be easily conducted during teaching and learning processes. It will sharpen the teacher's skill in teaching with simple methodological and research application. These activities have pushed students to take a note about the classroom activities as well as outreach action such as observe and make reflections, it may benefit to expected research direction. The main objectives of this outreach activity are:

1. To educate students about the social issues and prepare them to become many socially responsible people.
2. To give more engaging learning experience to the students.
3. Enhancing teacher – student relationship through outreach activities
4. To learn and design topic related activities that helps experiential learning for the students.
5. To collect and analyze data and collaborate with the practitioners. It helps them to lead their future researches scientifically.

The subject staff and a student coordinator organize the activity and makes sure students participate in them actively. A one day outreach programs will be conducted every year multiple times to create engagement of students with the society. The various outreach programs conducted at C.S.I. Bishop Newbigin College of education are as follows:

| Year | Place | No. of students | Objectives | Acquired skills | Total |
|-------------|---------|-----------------|--------------------------------|---|-------|
| 2015 - 2016 | Vichoor | 98 | Community and cultural studies | The students understood the culture and lifestyle of the village. | 1 |

| | | | | | |
|-------------------|---|-----|--|--|---|
| 2016 - 2017 | Madhurandhagam | 75 | Creating awareness about leprosy | It developed sympathy and empathy towards the affected people. | 1 |
| 2017- 2018 | C.S.I. Deaf and dumb higher secondary school. | 80 | To understand the obstacles between teachers and learners. | The students acquired skills and method of handling special children | 3 |
| | Cuddalur | 75 | To understand the culture of coastal, migrants, transgenders and prisoners | Students had an interactive visit. | |
| | C.S.I. St Ebbas higher secondary school. | 78 | To create Dengue awareness through folk dance artisans (Trichy people) | Students actively participated. | |
| 2018 - 2019 | Sembakkam | 80 | To learn about the informal and non-formal education(SUPW) | Student's personality were enhanced towards socially usefull works. | 1 |
| 2019 - 2020 | Kanikapuram | 159 | Social work and NCC project | Inculcating social responsibility | 4 |
| | | | | | |

| | | | | | |
|--|------------------------------|-----|---|---|-----------|
| | Anbagam, Adyar, Chennai - 20 | 159 | To empathize the senior citizen's attitude | Student's understood the perspective of senior citizens | |
| | Tiruvanmiyur Beach | 159 | Cleaning the surrounding on behalf of 'Swatch Bharath' | To created a self awareness and environment | |
| | Mylapore | 159 | Create awareness about the importance of following traffic rules and wearing a helmet | It helps spread awareness around Mylapore. | |
| | | | | Total outreach activities | 10 |

From this outreach activity we could clearly understand the skills, through the outreach activities and it results in students being more engaging in social related activities.

DOCUMENT EVIDENCE FOR UPLOADING:

For each and every activity circular, concern letter, permission letter both TNTEU & Diocese and concerned person's letter will be taken and scanned with counter signed by the principle with seal and date. This will be scanned with photo and keep it ready for uploading.

| File Description | Document |
|----------------------------------|--|
| Report of each outreach activity | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3.4) |

signed by
the Principal



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

Answer: 3

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---------------------------------|---|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.3.5) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery/award_2019) |



3.4 Collaboration and Linkages

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

Answer: 0.8**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 2 | 0 |

| File Description | Document |
|---|---|
| Report of each linkage along with videos/ photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.1.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.1.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**Answer: 1****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Answer: 1

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.2) |
| Copies of the MoUs with institution / industry/ corporate houses | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.2) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/staff-student) |

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

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

Answer: A. All of the above

| File Description | Document |
|------------------|----------|
| Report of each | |

| | |
|---|--|
| activities with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.3) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/3.4.3) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery/plastic_tide_ |

4.Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Answer:

The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness centre, 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 500 words

Our college offers 8 pedagogy courses which are as follows:

1. English 2. Tamil 3. Mathematics 4. Physical Sciences 5. Biological Sciences 6. Economics 7. Commerce, 8. Computer Science and 9. History.

For each Pedagogy subject, classrooms are provided with adequate desks, chairs and tables. Each classroom is spacious enough to accommodate to a maximum of 25-30 students.

Our college has a single storeyed building viz., Ground and First floor. We have one Conference Hall with ICT enabled system which can accommodate nearly 200 persons in the first floor. Conference Hall is also utilised for teaching Core papers since it is provided with a mounted LCD Projector and a system with an Internet access. Both Staff and students utilize this facility for Presentations, Seminars etc.

Our College has a Multipurpose Hall with an ICT enabled system. It can accommodate more than 200 students. Both Conference Hall and Multipurpose Hall serves for conducting Conferences. Seminars, Workshops, Cultural Programme, Orientation courses, Induction Programme, Staff study circle. Regarding laboratories, Our College has a computer Laboratory with 25 computers, provided with a wi-fi facility. Our college is protected with CCTV in and around campus for the safety and security of students. College has RO plant that provides potable water supply for everyone. Apart from computer science students, all students are permitted to utilise the computer to the maximum extent. Students use computers for preparing Presentations for seminars, conferences, Assignments. College has Physical Science Laboratory, Biological Science Laboratory with the essential apparatus, chemicals and specimen for science students to get practiced. Psychology Laboratory has psychological experimental kits for the students to experiment with like Muller-lyer experiment, Rorsharck ink-blot test, Mirror drawing apparatus etc.,. For sports we have Indoor games facilities like Chess, Carrom and for Outdoor games, we have Tennikoit court, and a Throw ball court. For practicing Yoga, students are provided with a yoga mat and they do it regularly. Students also practice 100m, 200m, 400m relay, shot-put, Kho-Kho, Javelin throw, high jump and long jump. 2 Grounds and 2 courts are available for practicing throw ball and Tennikoit.

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| List of physical facilities available for teaching | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1. |
|--|--|

| | |
|------------------------|--|
| learning | |
| Geo tagged photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1.1) |

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

Answer: 16.67

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

Answer: 2

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

Answer: 12

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| Geo-tagged photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1.1) |
| Link to relevant page on the Institutional website | View Document (https://www.bishopnewbegin.edu.in/virtualtour360/index) |

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Answer: 11.23

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 258932 | 413365 | 188323 | 421785 | 586868 |

| File Description | Document |
|---|--|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.1) |

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**Answer:**

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 500 words.

(AutoLib)

Nature of Automation: Library is Fully Automated

Version: Advanced Edition V2020.01

Library has a book collection of 4382 books as on 09/09/2022 and for proper organization of the library material, library has purchased software, "AUTOLIB" Library Software which is a cloud hosting on Microsoft windows.

Library Software is upgraded time to time against regular maintenance, a terminal is reserved for students to search information of availability and issue of books. (Online Public Access Catalogue – OPAC) where complete information about the user along with circulation status, contact details, reading & circulation history etc.

Various types of reports can be generated with the use of above mentioned software which is useful for various committees and inspections from time to time. Book database is created along with user's database. Issue and Return process is fully automated.

Auto Lib- Library Automation Management software is popular, fully integrated, versatile, user-friendly, cost-effective and multi-user software. Auto Lib is a state of the art solution for Library Automation. Auto Lib has all the features to automate all activities of any type of modern libraries. Auto Lib is WEB enabled for Intranet and Internet environments, incorporating latest JAVA/ IT/WEB technologies, tools and techniques. Large Number of reports/statistics can be generated from the software which is required for IMC/NAAC/UGC etc., for various purposes.

The Auto Lib – Advanced Edition V2020.01 has the following Modules.

1. Database Creation and Maintenance (Cataloguing)
2. Member Master
3. Counter Transactions (Circulation)
4. Search (OPAC) - Simple Search Module
5. Quick Search
6. Advanced Search Module

7. Report Management (MIS Reports)
8. E-resources Linking
9. News Paper Clippings
10. Online Stock Verification
11. System Administration/Management
12. Online User E- Gate Register in Library
13. Journal Issues Management
14. Article Indexing and Abstracting
15. Question Banks
16. Binding Management
17. Data Import
18. Bulk Counter
19. Query Builder cum Report Generator
20. E-books

| File Description | Document |
|--|--|
| Bill for augmentation of library signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2) |
| Web-link to library facilities | View Document (https://www.bishopnewbegin.edu.in/library.php) |

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

Answer:

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

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and e-Shodh Sindhu resources for technical institutions; and ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

N-LIST: Four Components

The project has four distinct components, i.e. i) to subscribe and provide access to selected e-ShodhSindhu e-resources to technical institutions (IITs, IISc, IISERs and NITs) and monitor its usage; ii) to subscribe and provide access to selected INDEST e-resources to selected universities and monitor its usage; iii) to subscribe and provide access of selected e-resources to Govt./ Govt.-aided colleges and monitor its usage; and iv) to act as a Monitoring Agency for colleges and evaluate, promote, impart training and monitor all activities involved in the process of providing effective and efficient access to e-resources to colleges.

The INDEST and UGC-INFONET are jointly responsible for activity listed at i) and ii) above. The INFLIBNET Centre, Gandhinagar is responsible for activities listed at iii) and iv) above. The INFLIBNET Centre is also responsible for developing and deploying appropriate software tools and techniques for authenticating authorized users.

Beneficiary colleges, registered for the N-LIST, a college component of E-Shodh Sindhu, can access 6,150 electronic journals and 31,64,309 electronic books including e-books available through national subscription.

College library has a Computer with an internet facility. College now is in the process of Subscribing N-LIST being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre. This is being initiated to access e-resources from remote authenticated sources for the benefit of staff and students. Staff and students use the system quite often. All staff members are given with separate log in ID. So that, they can use the library resources for their research and academic activities. The system has listed a set of books which students and staff search for those books and download it. A Few copies of National policies on Education (NEP 2020) which was released as a draft (2020) has

been taken and placed in library for staff and students. Chapter 5, Teacher Education (NEP 2020 Draft) were taken in sufficient numbers for circulation among staff and students reference Swayam online classes (MOOC) are also registered by staff of our college and completed courses. Few staff are doing the courses even now. Journals are being subscribed like quarterly or annually. Library committee conducts yearly three meetings and the minutes of the meetings are recorded.

| File Description | Document |
|--|---|
| Details of users and details of visits/downloads | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/ |
| Landing page of the remote access webpage | View Document (https://nlist.inflibnet.ac.in/collegeadmin/vdashboard |

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

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

Answer: C. Any 2 of the above

| File Description | Document |
|-------------------------|----------|
| E-copy of the letter of | |

| | |
|---|--|
| subscription /membership in the name of institution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.3) |
| Data as per Data template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.3) |

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

Answer: 23952.4

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7996 | 37730 | 7200 | 23956 | 42880 |

| File Description | Document |
|--|--|
| Income Expenditure statements highlighting the expenditure on books, journals, e-resources with seal and signature of both the | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.4) |

| | |
|---|--|
| Both the Principal and Chartered Accountant | |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.4) |

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

Answer: 32.3

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

Answer: 546

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

Answer: 456

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

Answer: 514

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

Answer: 476

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

Answer: 592

| File Description | Document |
|--|--|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.5.5.pdf) |

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education – general teacher education, special education and physical education by the following ways

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**

3. Documents are obtained as and when teachers recommend

4. Documents are obtained as gifts to College

Answer: C. Any 2 of the above

| File Description | Document |
|---------------------------|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.2.6) |

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Answer:

Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 500 words

The other details of ICT facilities and wifi will be updated soon.

Our college has BSNL Connection with a band width of 10 mbps and now it has been updated to 100mbps. Nearly 10 systems are so far connected through wifi. Our College has a computer Laboratory with 25 computers, provided with a wi-fi facility.

a) Number of Computer Labs: 1

b) Number of PCs: 24 (3:1)

c) Availability of licensed software as per the course curriculum:

d) Details of Configuration: OS- Windows 7 Professional Dell Processor - Intel core T.M, I5-2400 CPU @ 3.10 GHZ 3.10 GHZ , RAM 4.00 GB system type.64 bites

e) Available Software and Hardware:

f) Details of Printers/CD writers - 2

g) Details of Servers -

h) Internet connectivity: BSNL Fibre with a speed of 10-150MBPS (Mega bites per second)

i) Up-gradation as per new technological developments- online class, online test, E-content, teaching learning materials through online to 10 computers

j) Antivirus- Kaspersky (1 year) 10.11.2020 AMC

k) Our College has 5 Dongles with 4 wireless Routers which is branded of D link. Average Data used by our Institution is 12 GB to 60 GB with a channel width of 40 MHZ.

l) wi-fi Routers are placed in Principal office, English Pedagogy classroom, Seminar Hall and MULTIPURPOSE hall.

| File Description | Document |
|--|--|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4) |

4.3.2 Student – Computer ratio for last completed academic year

Answer: 1.77

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|-----------------------|--|
| Purchase receipts and | |
|-----------------------|--|

| | |
|---|--|
| relevant pages of the Stock Register with seal and signature of the principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3.2) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3.2) |

4.3.3 Internet bandwidth available in the institution

Answer: 100

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

Answer: 100

| File Description | Document |
|---|--|
| Receipt for connection indicating bandwidth | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3.3) |

| | |
|--|--|
| Bill for any one month during the last completed academic year indicating internet | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3.3) |
|--|--|

internet
connection
plan, speed
and
bandwidth



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

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

Answer: D. Any 1 of the above

| File Description | Document |
|---|--|
| List the equipment purchased for claimed facilities along with the relevant bills | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.3) |
| Link to videos of the e-content development facilities | View Document (https://www.youtube.com/c/BishopnewbiginEduIn/videos) |

Link to the
e-content

developed
by the
faculty of the
institution

View Document (<https://www.youtube.com/c/BishopnewbiginEduIn/videx>)

4.4 Maintenance of Campus and Infrastructure

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

Answer: 94.89

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3244488 | 4439968 | 3186490 | 3221112 | 1701676 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.4.1) |

Data as per
Data
Template

View Document

(<https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/4.4.>

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

Answer:

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.. are in place.

College has a Governing council with The Bishop as the Chairman. It consists of Secretary (MDC), Treasurer (MDC), Vice-President (MDC), and other members. As our college is situated inside the spacious campus of St. Ebba's higher secondary school and St.Ebba's MSS., the college share the facilities like Vehicle parking, Playground, Open Auditorium with the proper approval and permission of the management. Generally, college has a separate building and multipurpose hall that is utilised by the college for education purpose only. Twice a year, Governing Council Meeting takes place one during the month of March and another in the month of October. During the meeting all the important issues regarding the purchase or seeking sponsors or any related matters will be discussed and resolution will be taken. Minutes of the meeting will be recorded with the signature of Bishop (Chairman, Treasurer and Secretary). Council members from the management decide, resolve and suggest procedures for maintaining and utilizing Physical, academic and support facilities, and recruitment.

The following members in the Governing Council (2016-2019)

- | | |
|----------------------------------|---------------------------------|
| 1. Rt.Rev. Dr. J. George Stephen | - Bishop in Madras and Chairman |
| 2. Rev. D. Paul William | - Vice-President |
| 3. Rev. Dr. Manuel S.Titus | - Hon. Secretary |
| 4. Prof. Dr. J.Samuel Cornelius | - Hon. Treasurer |
| 5. Rev. G.Ernest Selvadurai | - Bishop's Chaplain |
| 6. Dr. Mrs. Marthal Nalini | -Governing Council member |
| 7. Mrs. Jothi Ramasamy | - Representative member |
| 8. Dr.S.Stephen Jebanesan | - College Secretary |
| 9. Dr.S.Mani | -University Nominee |
| 10. Dr. Mrs.V. Regina | - Principal |
| 11. Dr. Mrs. J.V.Persis | - Staff representative |

The members discuss the following business and suggest ways to resolve major issues.

1. Renovation of Multipurpose Hall / Conference Hall
2. Buying of Furniture
3. Need of Infrastructure
4. Percentage increase of DA and HRA
5. Staff related issues particularly Medical leave, Maternity leave, will be discussed.
6. Resolution for few issues will be made and minutes of the meeting is documented with Geo-tagged photos.
7. Budget – Details of Income and Expenditure(Expenses for Union-Inauguration and Valedictory/Sports day/ Graduation day/Christmas celebration/ Independence day/Republic day/ cultural etc.,)
8. There is a system by which college maintains its quality. At the end of every semester stock verification will be done in all the laboratories.
9. Computers of the college are in AMC (Annual Maintenance Contract) which will be constantly updated.
10. Annual refurbish will be carried out within the cost of the budget.
11. Purchase of new furniture, in case of immediate need will be bought.

| File Description | Document |
|--|--|
| Appropriate link(s) on the institutional website | View Document (https://www.bishopnewbegin.edu.in/virtualtour360/index.html) |

5.Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling***
- 2. Skill enhancement in academic, technical and organizational aspects***

- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Answer: B. Any 4 or 5 of the above

| File Description | Document |
|--|--|
| Sample feedback sheets from the students participating in each of the initiative | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1) |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1) |
| Photographs with date and caption for each initiative | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

5.1.2 Available student support facilities in the institution are:

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

Answer: C. Any 6 of the above

| File Description | Document |
|------------------------|--|
| Geo-tagged photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.2) |

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

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

Answer: B. Any 5 of the above

| File Description | Document |
|----------------------|---------------|
| Samples of grievance | View Document |

| | |
|--|--|
| submitted offline | (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.3) |
| Institutional guidelines for students' grievance redressal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.3) |
| Data as per Data Template for the applicable options | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.3) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/grievances.php) |

5.1.4 Institution provides additional support to needy students in several ways such as:

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

Answer: B. Any 3 or 4 of the above

| File Description | Document |
|------------------------------|--|
| Report of the Placement Cell | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.4) |
| Income Expenditure | |

| | |
|--|--|
| statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.4) |
| Data as per Data template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.1.4) |

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Answer: 11.74

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 5 | 4 | 0 |

| File Description | Document |
|---------------------------|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2.1.1) |
| Appointment | |

| | |
|---|--|
| letters of 10% graduates for each year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2. |
| Annual reports of Placement Cell for five years | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2. |

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

Answer: 4.35

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Answer: 3

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

Answer: 0

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

Answer: 0

| File Description | Document |
|--|-----------------|
| Details of graduating students and their progression | |

| | |
|--|--|
| progression to higher education with seal and signature of the principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2.2) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2.2) |

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

Answer: 0.36

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2) |
| Copy of certificates for qualifying in the state/national examination | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.2) |

5.3 Student Participation and Activities

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

Answer:

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

With the objective of inculcating the qualities of leadership, organization, and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees.

President

Vice President

Staff Advisor

Student President

Student Secretary

Treasurer

Cultural Secretary

Chapel - in - Charge

Sports Secretary

Community Engagement Secretary

English Magazine Editor

Tamil Magazine Editor

English Literary Association Secretary

Tamil Literary Association Secretary

NSS Student-in-Charge

YRC Student -in-Charge

RRC Student -in-Charge

SCM Student President

Tamil Department Representative

English Department Representative

Mathematics Department Representative**Physical Science Department Representative****Biological Science Department Representative****History Department Representative****Commerce Department Representative****Computer Science Department Representative****Student Website in Charge**

Our college selects the student Leaders in a traditional way in which students are given information regarding various posts followed by filing nomination, campaigning and finally election. Students Involment in various competitions enhance the communication skills, team management skills, leadership skills, time-management, and resource management skills and above all builds confidence in each student. Best practices of each Institution are transmitted to strengthen the student's platforms for holistic development of each student of the Institution.

Student Development Committee is a formal body of student representatives from various departments nominated by a panel of staff members. The SDC members give suggestion for quality improvement in student support services. They also coordinate major events of the college like College Day, Sports Day, Inter Departmental Cultural, and Inter Collegiate Cultural.

| File Description | Document |
|---|--|
| List of students represented on different bodies of the Institution signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3) |
| Documentary evidence for alumni role in institution functioning | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3) |

| | |
|---|---|
| and for student welfare | |
| Copy of constitution of student council signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3 |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery/ielts_2019.p |

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

Answer: 1.8

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 2 | 2 |

| File Description | Document |
|--|---|
| Reports of the events along with the photographs with captions and dates | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3.1 |

| | |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3.1) |
| Copy of circular / brochure indicating such kind of events | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.3.1) |
| Paste link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery/sportsday-2021) |

5.4 Alumni Engagement

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

Answer:

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

Alumni:

The Alumni acts as a rich source of updating the curriculum. Our Faculty conduct informal interviews to elicit feedback about the relevance of the course content, coverage, etc. Interaction with them provides feedback on the relevance of the course content, methods of teaching and use of teaching aids based on the needs in the community.

The Alumni Association functions effectively for the growth and developmental process of our college, the details of which are given below.

(i) 2019-2022-Alumni Office Bearers

1. Patron: Dr.V.Regina, Principal
2. President: Mr.D.Joshua Sathyaseelan
3. Vice President: Mr.Dhinakaran
4. Secretary: Mr.P.James

5. Treasurer: Mrs.Lekha(Teacher Educator)
6. Member: Mr.S.Avanthi Ebsiba (Staff-in-charge)
7. Member: Mr.Duwayn Jude Tellis
8. Member: Mrs.B.Kalvikarasi
9. Member: Ms.Mahalakshmi

(ii) Current Alumni Office Bearers: 2022-2025

Patron: Dr.V.Regina, Principal

1. President: Mr.Krishnamurthy(Assistant Professor of Tamil)
2. Treasurer: Mrs.Sivagami(Lawyer)
3. Member: Mr. Subramani
4. Alumni faculty: Mrs. Catherine Sathya Julie(Assistant Professor of English)
5. Alumni incharge faculty: Mrs. S. Avanthi Epsiba

(iii) Activities of Alumni Association of last two years

- (a) Interacting with Principal and faculty frequently.
- (b) Delivering guest lecture to keep abreast with the latest and the best innovative practices in Education.
- (c) Providing financial assistance for the developmental programmes.
- (d) Giving feedback on the curriculum, delivery of instructions and evaluation procedures which is used for curriculum revision.
- (e) Inviting our faculty to serve as resource persons / Juries / guests for their institution.
- (f) Extending support for the grant of permission of schools
- (g) Furnishing information about job opportunities in their schools.
- (h) Representing in Academic Committees like in –house curriculum planning
- (i) During Sports Day, One of our Alumni student, give practice in Silambam to the boys of 1st year and 2nd year B .Ed students

| File Description | Document |
|-------------------|----------|
| Details of office | |

| | |
|--|--|
| bearers and members of alumni association | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4. |
| Certificate of registration of Alumni Association, if registered | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4. |

5.4.2 Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer: B. Any 4 or 5 of the above

| File Description | Document |
|--|--|
| Report of alumni participation in institutional functioning for last completed academic year | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4 |

| | |
|--------------------|--|
| Income Expenditure | |
|--------------------|--|

| | |
|--|--|
| statement highlighting the alumni contribution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4) |
| Documentary evidence for the selected claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4) |

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

Answer: 3

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4.3) |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4.3) |

| | |
|---------------------------------------|---|
| and the Secretary of the Association | |
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/alumni2019.1) |

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.

Answer:

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 talents/s in them.

The alumni association at CSI Bishop Newbigin College of Education fosters a spirit of loyalty and works towards promotion of welfare of the organization. The Alumni of the college work towards strengthening of the institution. Every time, an alumni visit the college, he/she would be received well and a short meeting is arranged with the respective department student to help understand the opportunities and challenges outside the college premises. This helps the students to prepare themselves for the future. They also contribute towards sponsorships for department program. Our alumni are invited for guest lecturing and as resource person for workshops, conference and seminars. They are also invited as Judges for various Cultural programs of our college. Sponsors from the well settled Alumni are sought for the welfare of the college. Alumni are being connected to this college by Whatsapp group.

The following are some of the programs during which they come and join for get together:

1. Alumni Association
2. Union Inauguration and Valedictory program
3. Annual/College day
4. Sports Day
5. Curriculum planning
6. PTA
7. Christmas celebration
8. Student Induction programme
9. Seminar, Workshop and Conference

- 10. Demonstration
- 11. Judges in Culturals
- 12. Resource persons

Alumni students share their memories with the present students. They encourage and motivate them to achieve success. Some of them share the excellent opportunities in different areas. Alumni are very active in the whatsapp group and express their gratitude to the college. They are very approachable and provide us support whenever they are contacted. Alumni extend their support in college activities like sharing experiences to the new entrants, networking

| File Description | Document |
|--|---|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/5.4) |
| Paste link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/alumni2019) |

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Answer:

RESPONSE:

Vision: “The College aims at training prospective teachers who will be competent, committed and resourceful to serve the nation with a mission”.

Mission: “The CSI Bishop Newbigin College of Education aims to train the teachers to have active and creative minds a sense of sacrifice, understanding and compassion for others, and the courage to face the challenges of life. It emphasizes on the holistic development of each students in (Spiritual, moral, intellectual, social, emotional and physical dimensions) body, mind and spirit. The ultimate goal is to train teachers with global perspective”.

Descriptions of vision and mission:

Our College is an extraordinary platform where the blooming teachers get nurtured and trained to be a strong competent in this modern society. It also describes our College’s loftiest ideals and core organizational values, long-term objectives which hopes our Students learn and capable of teaching after graduating Bachelor of Education. Our vision and mission, every Students teachers will have the opportunity to experience their aim in the institution.

Our institution is committed to impart quality education to rural area students to empower youngster and married students those who are economically backward .Our institution is well reputed with extraordinary characteristics like eminent and stable faculty, consistent upgradation of infrastructures, large number of books and special efforts to develop communication skills and inculcate research ability skill.

In keeping with the vision and mission of the institution, the following steps in governance are reflective of an effective leadership of our College.

1. **Organizational needs:** The leadership and research are sensitive to the new and emerging needs of our constituent parts and recognizes the imperatives of the system to expand, diversity, reform, innovate and evolve with changing contexts. The needs play an active role in energizing the existing management system through systematic reforms in administrative, practices and procedures from the day of establishment.
2. **Interaction with stake holders:** As far as interaction with the stakeholders is concerned there is a systematic process available at different levels with governing council,academic, council, executive and functional council. Each level finds representatives from diverse stakeholders, both from within and outside.

3. **Decision making:** Our governance often called shared governance and also has changes slightly over every five years of time but the commonly accepted perspectives plan formed on 2009 as the joint efforts in the internal operations of institution. The distinctive features of our governing board has allowed for a decentralized system of governance where power and autonomy is distributed.
4. **System development, implementation and continuous improvement:** since its inception the College has been led by visionaries who strove to envision, create, implement and sustain effective stakeholders.
5. **Reinforcing a culture of excellence:** All functionaries who hold leadership positions with in the College are responsible and accountable for ensuring that the College not only maintains its high standards, but also reinforces an overall culture of excellence in teaching– learning, research and social outreach programme.

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|---|--|
| Vision and Mission statements of the institution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.1) |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.1) |
| Documentary evidence in | View Document |

| | |
|---------------------------------|---|
| support of the claim | (https://assessmentonline.naac.gov.in/storage/app/nei/SSR/104699/6.1) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

6.1.2 Institution practices decentralization and participative management

Answer:

RESPONSE:

Decentralization shared governance: Church of South India, Diocese of Madras is our management, dedicates itself for providing uncompromised quality education. The members of the management are well established educationists and experts from different walks of life. They are philanthropist who works in the management of nonprofit trust, their expertise help the institute to improve the teaching learning process. Our institute supports a trend of decentralized shared governance system with proper well defined inter-relationships.

Participative management: The institute always promotes the culture of participative management by involving Students teachers, faculty, non-teaching staff, alumni, parents in various activities. All decisions of the institution are governed by the management.

Academic administrative Committee (AAC):

AAC was centralized (Intra-College level) committee, responsible for supervising, modulating and executing the various academic and administrative action and guidelines. It was purposely formed for continuous and reliable conduction of academic work all through the institute.

AAC member Hierarchy:

AAC was headed by College secretary, Principal, Dean of Student affairs, IQAC Coordinator and a Senior faculty member from 2009.

Academic administrative Audit (AAA) : Is Centralized (Inter College level) committee from 2020 onwards amenable for curricular aspects, quality of the faculty, evaluation and results, students support and programme, physical infrastructure organization and management.

AAA member Hierarchy: AAA is headed by College Secretary, Principal, and Dean of Students affairs, IQAC Coordinator and a Senior faculty member, and a peer team of 3 senior faculty member of the visiting committee from the best B.Ed. College in Chennai.

Activities conducted by AAC :

Teaching Learning process is overseers by AAC. It prepares the academic calendar of the institute which is a mirror image of College. Academic calendar that includes curricular, co- curricular and extracurricular activities..

RESULT :

AAC & AAA conducts the meeting periodically (In the beginning & end of every month) for the discussion of issues and challenges for the developmental aspects of institute through proper channels, i.e. through parent teacher meet, alumni meet, faculty meet, student teachers feedback system and through other various committee meetings. Institute also encourages coordinators of various committee cells, representatives to share their ideas, opinions, suggestions etc. The feedback received from various stakeholders of the institute is reviewed by the AAC & AAA for the further decision making. The management provides an operational autonomy to the Principal within the institutional framework.

The following committees and cells work to decentralize the academic and administrative activities:

- Student governing council
- Grievances & redressal cell
- Placement cell
- Discipline committee
- Admission committee,
- Anti ragging committee ,
- Examination committee,
- Community services,
- Internship committee,
- Counseling cell ,

- Bishop Leslie Newbigin Research Centre
- Engage Disability Cell
- Green campus committee,
- Finance committee,
- Purchase committee.

The members can share their views on matters affecting their welfare with the management. However this is executed through Principal, and matters / grievances are put before management, Senior members are given opportunity for decision making under various committees and cells.

| File Description | Document |
|--|---|
| Relevant documents to indicate decentralization and participative management | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

Response:

To ensure decentralized shared governance, transparency and accountability, the vision, mission, aims and goals are clearly been described at all levels. Our college maintains complete transparency in its financial, academic,

administrative and auxiliary bodies functions disseminating them at every levels. Proper procedures are strictly been followed according to Tamilnadu Teachers Education University and our management norms.

Transparency in Academic Functioning:

- BNBC strictly adheres to the academic calendar that details the various activities in advance. Admission notification are made through websites, and admission forms are processed online, with all the relevant details explained on the websites. The admission commission scrutinizes the application forms and send to them for selection process.
 - The admission process is transparent and well organized as per the norms by admission committee.
 - Interaction session of parents and students ensures accountability in the general administration of various committee.
 - Filling up forms through admission committee in the help-desk. The entire process is strictly been followed as per norms.
 - After the selection process is over , the entire academic plan is been clearly explained to all students in the orientation programme , addressed by our educationalists like Secretary, Principal, Faculty, Dean, Office administration Staff etc.
 - After the orientation, entry level analysis been conducted, that ensures to keep pace with changing educational environment.
 - Leaders are selected and elected for various committees, cells and their responsibilities will be clearly instructed.
 - The rules and regulation, course contents, curriculum, internal and external marks details, records, time table are been clearly specified in their calendar, and also been uploaded in the websites.
 - All the current events including admission, continuous comprehensive assessments, assignments, Seminars, time tables, workshops, training programs, and campus drive information is posted on the college calendar, website and the college notice board as well.
 - Biometric attendance is been followed, and it's periodically uploaded in the website to ensure transparency.
 - The evaluated scripts of CCA, verified by the students and feedback is given by the faculty, later the CCA marks been send to their parents.
 - An online grievance redressal cell enables, ease of success to concerned authorities. This helped to improve the quality of general administration and increase transparency.
- Transparency in Financial Functioning:
- All expenditure proposals undergo strict financial committee, purchase committee and governing body.
 - The members of the internal finance committee are Dr.S.Stephen Jebanesan, College Secretary, Dr.V.Regina, Principal, Dr.J.V.Persis, IQAC

Coordinator ,Mrs.Beulah Gnanamani Accountant.

- They discuss all important matters related, to budget provisions of the college, and finalize budget proposals, to be presented before the governing body for approval at the beginning of each year.
- Its annual budget and annual audits are prepared as per norms and are placed before the finance committee and governing body.
- All its purchases are made in a transparent manner.
- Propriety is ensured at all levels with regular audits by internal auditor Chartered Accountant through the non-profitable trust (CSI-TA) association.

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.1 .) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Answer:

RESPONSE:

The college has different academic and administrative committees and cells, and centre that ensures strategic planning and deployment and at different levels in order to have successful completion of any event.

Following is an example of a strategic plan of Bishop Leslie Newbigin Research center (BLNRC) that is successfully implemented.

With over one year of preparatory work, our college developed a step strategic plan to strengthen the research based-teaching and learning process to the slum and dropouts. The present reality of the college is that they have no freedom in curriculum development. Within the TNTEU curriculum framework, the college developed a curriculum delivery plan to make education more personalized to the dropouts and to the slum area students (one college = one village)

The IQAC cell with the them and the secretary of our governing council laid down a plan (2016- 2017) which decides and encourages research attitude of the student teachers career have to teach one to one classes in the present scenario.

Envisioned Future:

BNBC embraces a culture of innovation and creativity and learning process by one to one teaching for all the students of various environmental and economical setup. Regardless of the situational positioning of the college each faculty act as an educator, counsellor, guide, philosopher, mentor who mentors the student teachers to be successfully responding them to find a very different challenges and special learning context with unique possibilities and unique problems.

Goals and Strategies:

In order to achieve this envisioned future, the college identified a goal that will enables faculty members and student teacher to give personalized and student centred teaching one to one focus

in teaching and learning. The goal is followed by strategies that address the way the goal is achieved for an envisioned future.

Goal:

To provide student teachers personalized education based on one to one teaching pedagogy to enhance their experimental, research, participative and problem solving method of teaching and learning.

Strategy 1:

Train the student teachers to include creative and innovative pedagogy in the questionnaire framework.

Strategy 2:

Train the student teachers to use innovative pedagogy questionnaire to enhance in their experimental research.

Strategy 3:

Train the student teachers in creative writing and critical thinking to personalize their experimental research and prepare them to publish as article.

Strategy 4:

Train the student teachers to visit and embed the dropouts into the regular stream in all the courses.

Strategy 5:

Train the student teachers and provide flexibility in timings and enhance one to one teaching and learning beyond their curriculum.

Strategy 6:

Train the student teachers and collaborate them with NGO s and international organizations to strengthen the teaching and learning process in each and every individuals.

| File Description | Document |
|--|---|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2) |

| | |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | View Document (https://www.bishopnewbegin.edu.in/) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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.

Answer:**RESPONSE**

The leadership at the BNBC and within the constituent units ensures the development of a decentralized shared governance management system, its implementation and continuous improvement apart from creating systems for identifying the dynamic organizational needs for fulfilling them.

Internal organizational structure of the college that makes decisions is envisaged to be essentially Decentralize and laterally functioning.

The college is headed by the Chairman-Bishop, managing trustee of the trust. The principal who is the head of academics and administration reports to secretary, the heads of various committees, cells and a centre takes the instruction from the principal.

The management governing council supports the secretary and the principal in managing and functioning the institution academically, administratively and financially with utmost transparency.

Academics

The college has different cells, clubs association and committees that oversees the functions of every activity, be if academic and non-academics with the help of faculty, non-teaching staff and student governing council.

The institution follows a systematic recruitment process, where the first round of interview goes with the principal and IQAC coordinator and Dean of student affairs with the secretary, upon academic satisfaction, the prospective faculty will meet the Chairman-Bishop for finalization of recruitment. The service rules and procedures of the institution is circulated as a format to the faculty and non-teaching staff members which provides all information.

The promotion and credentials for the faculty member is based on the experience which is carried at the end of every three years. Functional Management

The college has **grievance redressal cell** to cater to the needs of the students. The college has provided a complaint box for the students to drop then the complaints are uploaded directly through grievance redressal cell in the website through online. The students have the access to meet the principal or secretary anytime to express their grievances.

Placement Cell conducts campus recruitment with the help of resources.

Admission Committee scrutinizes admission process with the help of guidelines given by TNTEU.

Community Services:Community engaged programme organizes, undertaken the process and recording.

Internship Committee: Train the student teachers by visiting the Govt.or Non-Govt aided schools nearby their residence, irrespective of the management, ensures to get no objection letter, CEO letter, arranging the heads meeting for orientation before the teaching practices and gets feedback.

Counselling Cell: Periodically students were given counselling academically and personally to excel in the studies.

Green Campus Committee: Monday forum encourages our student teachers to cultivate the habits of keeping our campus clean and green, as the activity will made them to be creative in writing skill of poem or article.

Discipline Committee: Students discipline is been taken with at most care.

Anti-Ragging Committee: Any issues regarding the students' problems will be solved with high priority.

Bishop Leslie Newbiggin Research Centre: Research programme will be taken care.

Engaged Disability Cell: Engage, equip and be enabled our student teachers

III.Administration

Finance Committee: Taken care of all the finance matter.

Purchase Committee: Purchasing all its transparency.

IV.Association PTA

Staff Association Alumni Association

V.Auxiliary Bodies NSS

YRC RRC

| File Description | Document |
|--|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2) |
| Link to Oranogram | |

| | |
|---------------------------------|---|
| of the Institution website | View Document (https://www.bishopnewbigin.edu.in/) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

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

Answer: C. Any 3 or 4 of the above

| File Description | Document |
|--|---|
| Screen shots of user interfaces of each module | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2.3) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2.3) |
| Annual e-governance report | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2.3) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

ENGAGE DISABILITY CELL

The children with disabilities should have access to education at all levels. This EDC cell was constituted in the campus to train the student teachers act as Para educators spread awareness among the student teachers, and school teachers on the specific needs of persons with disability. The cell explores suitable placement opportunities and also monitors the implementations of all existing and future legislation pertaining to higher education of person with disabilities.

Title of the program:

- Training International program for student teachers among differently abled from all over the world.
- Giving their helping hands to empathize for their disabilities.
- Workshop and seminar conducts to create awareness and extend their hand to help in learning and teaching process.
- Campus school provides our student teachers for one to one teaching with differently abled and learning disability children to gain helping hands.
- Hands on programme, student teachers actively participate in assigning activities like pro- activist to help the children with disabled.
- Deaf and dumb, intellectually challenged, learning disability children were visited periodically by our student teachers and extending their helping hands to their school teachers.

Rationale of the Program:

Teachers at school are finding it difficult to handle the children with disabled children with normal children. There is a need to train them to handle with utmost care and concern. Hence an international training program was planned to train the school teachers those are having inclusive education along with student teachers.

Outcome of the Program:

Student teachers gained knowledge to identify and differentiate between slow learners and children with disabilities. The school teachers were also trained to manage them in the class room setting.

| File Description | Document |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2.4) |
| Action taken report with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.2.4) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

6.3 Faculty Empowerment Strategies

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

Answer:

RESPONSE:

The college has many welfare schemes in place for both teaching faculty and non-teaching staff members. Satisfied employee is an asset for any institute and such employee can make the institute productive place, the management has given several welfare measures and scheme for the faculty, on-teaching staff.

The existing welfare measures for teaching and non-teaching are listed below:

- Employee Provident fund (EPF) 12%
- Housing Rent Allowance (HRA) 25%
- Dearness Allowance (DA) 25%
- The faculty members who attend workshop/Conference/Seminar are provided TA and also for the internship visit TA provided.
- The management also meets the registration fee for participation in various seminars and provide on-duty to attend viva voce.
- Managements provide seed money for the publication in conferences.
- Promotion given to the eligible faculty.
- The faculty and staff provided permission for higher studies.
- Management provide medical allowance to both faculty and non-teaching staff as per trust norms.
- The college provides additional 5 days of sick leave over and above entitled 12 days earned leave.
- The management has tied up with oriental bank of commerce for sanction of personal loan, for our faculty and non-teaching staff.
- The faculty and staff are provided with salary advance when they are in need.
- Outbound professional development program (Retreat and Tour) in the beginning of every academic and end of every academic year for all the faculty and staff is sponsored by the management.

- The children of our faculty and non-teaching staff are given admission with fee concession in our campus schools.
- The College provides concession in tuition fees for children of the employee.
- On important programs, the management provides lunch to all its faculty and staff.
- Every year the teaching and non-teaching staff are given gifts during the teacher's day, and Christmas Eve respectively.
- Uniform provides to both the faculty and non-teaching staff every year.
- The non-teaching staff also enjoy two weeks of paid holidays during summer vacation.

| File Description | Document |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3. |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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

Answer: 29.09

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 3 | 8 | 3 |

| File Description | Document |
|--|--|
| Institutional Policy document on providing financial support to teachers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |

| | |
|---|--|
| Income Expenditure statement highlighting the financial support to teachers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |
| E-copy of letter/s indicating financial assistance to teachers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |

| | |
|--|--|
| template | |
| Certificate of participation for the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |
| Certificate of membership | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer: 11

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 1 | 5 | 2 |

| File Description | Document |
|--|--|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |
| Brochures / Reports along with Photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.2) |

| | |
|---------------------------------|---|
| with date and caption | |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer: 67.27

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 11 | 5 | 3 | 12 |

| File Description | Document |
|--|---|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.4) |
| Copy of Course completion certificates | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3.4) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

RESPONSE:

The annual increment of the faculty and non-teaching staff has been linked with an annual report submitted by each of the faculty and staff members, where in they are required to provide the following details.

EXPECTATION:

The faculty members and non-teaching staff are required to earn a specific number of academic performance awards and experience as per the laid down criteria for becoming eligible for the respective stage of promotion.

Measures and Evaluation:

The faculty members and non-teaching staff are required to earn higher studies, researches, the publications submitted by the applicant for the requisite assessment period are also assessed by external evaluators, PAR-NCTE.

Feedback:

The system supports transparency as it involves sending the feedback by individual faculty with a TEI number from PAR-NCTE.

Record Performance:

The system encourages and motivates the employee to undertake responsibility and accountability for their work and performance.

The institute has adapted annual self-assessment for the performance based appraisal system. Self-appraisal forms are filled by each faculty and staff member every year.

The appraisal form contains teaching of content, syllabus coverage in time, schedules for assignments, class tests and seminars, ability to clarify doubts, impartial correction, Evaluation techniques, ability to communicate, interest in the students and their progress, ability to explain use of examples and illustration, joy in teaching, knowledge of the subject.

Following Details submitted every year:

- Educational qualification
- Career Profile
- Research interest/Specialization
- Teaching Experience/subjects/courses taught
- Honours & Awards
- Research publications
- Recent conferences organization/presentation.
- Knowledge in various areas
- Sensitiveness towards students difficulties with course work
- Ability to treat students with respect
- Willingness to meet and help students outside class

- Ability to give individual attention to students in the class
- Judicious usage of class time
- Preparation for the class.

Our institute submitted performances appraisal response to PAR NCTE in the academic year 2018-2019.

Following faculty received individual TEI faculty number as follows:
TEI9006832-Dr.V.Regina

TEI9006992-Dr.J.V.Persis TEI9007145-Ms.W.Gnanam

TEI9007414-.Mrs.S.Avanthi Ebsiba TE19008002-Mrs.J.Vijila TEI9007372-Mr.G.Gnanawilson TEI9007341-Mrs.Maral Kalaiyarasi TEI9007475-Mr.Arul Magiraj

TEI9007787-Ms.Catherine Sathya Julie TEI9007585-Mrs.J.Nirmala

| File Description | Document |
|---|---|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3 .) |
| Performance Appraisal Report of any three teaching and | View Document |

| | |
|---|---|
| three non-teaching staff with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.3). |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Answer:

RESPONSE:

The accountant of the college do reconciliation of daily accounts on every day basis and feed all the details in the tally software. Checked by IQAC coordinator, Secretary and also Principal on monthly basis.

- They also check the accounts with the corresponding bills and gets it approved for finalization.
- As per the norms of the Govt. The income tax returns are filed by the auditor.
- External auditor is appointed by the parent trust who executes the statutory audit.
- The institution in having qualified practicing Chartered Accountant as an auditor who audits the accounts once in every six months.
- After the audit, the report is sent to the management for review.
- Both college Secretary and Principal signed and submit the trust one copy.

- No major audit issues and objections has been raised with past five year's reports.

| File Description | Document |
|---|--|
| Report of Auditors of last five years signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.4.1) |

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

Answer: 121800

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 70000 | 120000 | 279000 | 70000 | 70000 |

| File Description | Document |
|--------------------|----------|
| Income Expenditure | |

| | |
|---|---|
| Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6 .) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6 .) |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6 .) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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

Answer:

The institute adopts the annual budget procedure with satisfied resources for repetitive and non- repetitive required expenses (i.e, Salary, Research and Development Faculty, Development Maintenance, Miscellaneous Consumables etc.,)

- The main resources available from collection of student's tuition fee and development fee.
- The institute finalized the annual budget by collecting the requirement from various departments.
- The institute allocates the fund department wise as per availability.

- The principal finalized the overall budget of institute with the help of IQAC coordinator and forward to the secretary for final approval, placed in the governing council and get approval.
- After final approval the standard procedure adopts for procurements.
- In the budget, provisions are also made for the additional emergency expenses.
- The budget is been prepared on the basis of existing resources available in hand of institute.

Strategized resource mobilization:

- Renting of conference hall.
- The college also receives minimal sponsorship for events raised by students and alumni towards the support of student education.
- Endowment fund for various scholarship which caters to the needs of the students.

| File Description | Document |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.4) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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

Answer:

The Institutional Quality Assurance Cell (IQAC) is constituted in every institution under the chairmanship of Head of the Institution with heads of important academic and administrative units, a few faculty members and a few distinguished educationists/representatives of local committee. Students are the members of Institutional IQAC. Overall control and monitoring of Institutional IQAC is through Quality Assurance and Enhancement (QAE) for the effectiveness of the overall processes and systems.

- IQAC has been constituted and it contains the following members.

IQAC cell consist of the following members with College Secretary, Principal, IQAC coordinator and few members from the staff

The following programs are being carried out for the benefit of students and the Institution

Academic Counselling for Self Study Courses, Placement cell reports with details, Student support/Extension services, Mentoring report, Admission Committee Report, ISO Work Report, Alumni report, Research Colloquium, Student –staff circle, Student-Staff Tour, Student choir, Student-staff Uniform committee, Academic/Personal counselling, Grievance Redressal committee, Anti-Ragging Committee, Academic calendar, Magazine Committee, Alumni Association, IIQA/ISO /Quality circle, Parent-Teacher Association (PTA), Mock commission, Academy of Excellence-English Communication, UPSC (GROUP I&II) coaching, coaching for TET/PGTRB/ and IELTS /TOEFL, Student Christian Movement (SCM), Members in AIACHE, AISHE, PAR, Scholarship Committee

Student Extension services-NSS, YRC, RRC & Academic/Career Counselling for Self Study Courses

Counselling plays a vital role in student's support system. Academic Counselling had been initiated during the year 2018-20. The students of 2018-20 batch has been given counselling for the first time in our college. The following are the different areas where students were given special attention

and taken care of:- Timely completion of academic goals,Identifying student's strength and weakness,Students concern,Career guidance,Personal issues, if any (grievances),Maintain updated reports on students' progress

For this counselling, a day has been allotted in the time table. The timing of this Academic counselling is scheduled between **4.00pm to 4.45pm**,on Friday every week. First year B.ed students have been allotted for IQAC Co-ordinator. One major area that has been identified and given support is Communication in English. Many students were not able to communicate in English fluently.

Accounts Checking Report (Internal)Accounts of the college were internally checked every month before External Audit from July 2018. The following records were being checked and documented with the counter signature by Principal and College Secretary.

Management Accounts,Special Accounts,I.O.B, Accounts,Canara Bank Accounts,Hostel Accounts

The above accounts were cross verified by daily vouchers and typed as accounts Statement and documented.

Placement details

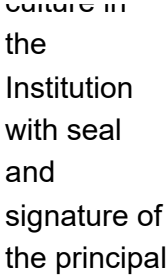
The usual procedure and the programme Schedule:

Receiving on the arrival of HR Personals,Introduction of the team to students, Filling the Application form and Admissions of tests,Scrutinization of Application forms,Group discussion and Individual Interview,Selected list of Candidates (Preliminary), Merit list on the basis of written tests followed by an oral Interview,Report of the placement will be written and documented with the Photos for IQAC

Student support/Extension services

Student support and Extension services are given as below-Mentoring and Counselling,Anti-Ragging,Grievance cell

| File Description | Document |
|--|-------------------------------|
| List of activities responsible for ensuring quality culture in | View Document |

| | |
|--|---|
|  | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

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

Answer:

Our college has Academic planning committee which works effectively for the betterment of student's community. IQAC system regularly conducts meeting to review the effectiveness of the whole teaching –learning process. Being the member of the following committee IQAC tries to give valuable suggestions for the improvement and smooth function of the college. The following are some of the committees of the college constituted for the effective functioning of the college. Each committee meet regularly and discusses the major issues/problems, seeking suggestions from the members, Plan of Action (POA) and follow up.

Academic planning committee- Discuss the whole year plan (Subject allotment, in-charge of committee, practicum components, work load, Programmes, activities, Cultural week and competitions, planning for Seminars, Workshops, Conference, Union Inauguration and Valedictory etc.,)

In-house curriculum planning committee- Faculty work Load, Time-table, Subjects allotted, Practicum components.

Examination committee- Details of Portions completed, discussion on No. of units for CA-I, CA-II and Model Examination, Time-Table for Tests and Invigilation duty of faculties, Question paper preparation.

As our College is affiliated to TNTEU, We have a prescribed syllabus framed by TNTEU and we follow the same for all core courses and Pedagogy. Multiple mode approach is usually followed in Pedagogy classroom both Online mode and offline mode- Creation of GCR, Google meet, Blended approach is also practiced during Pandemic lock down 2020-21. Since training before internship is important, Students were given intense teaching practice before school inter. Practice writing Lesson plan, Give practice for writing GIO and SIO, Use of charts/Flash cards/Rotating charts/ Match board, **Observation**-skill of observing is taught, practice given to write observation record, Practice given for Conducting Achievement test for both Level-I and Level-II, Preparation of models both working and Non – Working

models are given. During School visit students teaching are observed and the observations made, suggestions given are noted in the visit book and submitted to the college office. Videos of teaching by the trainees are also recorded. Observations of micro-teaching skills, mini-teaching skills along with Internship school visit help the teacher educator to give Teaching Competency marks to every student. Students also write reflective journal diary, in which the doubt raised by the students' are clarified at once. **Mock Commission-** before External practical Examination Mock Commission is being conducted. Students teach from level I and Level II, Immediate feedback for those students are given by the respective Pedagogy faculty. **SCMI** Sponsored Certificate courses on Computer Basic Skills were given. For Faculty-On- Duty Register is being maintained for those who are doing Research and higher studies, Registration fee and TA for attending Conferences and Workshops, Internet facility (Wi-Fi) for teaching and research purposes, CA-I, CA-II and Model Examination Mark sheets are sent to Parents/Guardian, Feedback from students regarding Curriculum, Internship schools (Feedback prepared by IQAC to get from Heads of Schools/ Guide teachers), faculty regarding Curriculum Implementation, Assessment procedure, from Alumni, report from Principal (Actions taken on the feedback). **Question Paper Analysis-** During every semester University examination, Question Paper (University) will be analysed thoroughly (Item-wise) and the overall remarks about the question paper will be given by each Teacher educator.

| File Description | Document |
|---|---|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6). |

LINK for
additional
information

View Document (<https://www.bishopnewbigin.edu.in/>)

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

Answer: 1.4

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 2 | 0 | 0 |

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| Report of the work done by IQAC or other quality mechanisms | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.3.1.pdf) |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.3.1.pdf) |

| | |
|---------------------------------|---|
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

6.5.4 Institution engages in several quality initiatives such as

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

Answer: B. Any 3 of the above

| File Description | Document |
|--|---|
| Supporting document of participation in NIRF | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Feedback analysis report | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Consolidated report of Academic Administrative Audit (AAA) | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5.1) |
| Link to the minutes of the | View Document (https://www.bishopnewbigin.edu.in/) |

| | |
|---|---|
| meeting of IQAC | View Document (https://www.bishopnewbigin.edu.in/) |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

Our Institution strives and marches towards excellence in the following:

Research Colloquium-As a quality initiative to kindle the interest of the faculty towards Research and Publications, Research Colloquium has been started. First Friday of every month during afternoon for about 15 minutes discussion on Research publications, Exploring new avenues in Research, Articles, policies, Newsletter will be conducted as a discussion forum. The report of such discussion forum will be documented. Geo –tagged photos will be taken.

Academic Audit and Administration(AAA): An extensive Audit report for both Special account and Management given by the Auditors are enclosed. The budget gives a clear picture of amount spent and to be spent in the name of Green Audit, Energy Audit and Environment Audit to make the Institution efficient and effective in terms of conservation and consumption. Regular and periodic meetings for the implementation of new start –ups and NAAC assessment process will be conducted by IQAC.

Lesslie Newbigin Research Centre- Bishop Leslie Newbigin served in the Diocese of Madras from 1965 to 1975. Bishop James Edward Lesslie Newbigin (8 December 1909 – 30 January 1998) was a British theologian, missiologist, missionary and author. In connection with Bishop Leslie Newbigin's birth centenary in the year 2009, the Institution was named as CSI Bishop Newbigin College of Education. has been started in 2018 which is the special feature of our college. Both Reverends and theology students refer the books which the centre has collection that is useful for all. For effective functioning the centre has the following members: College secretary, Principal, convenor and members.

Gold medals for Proficiency (List is enclosed) Endowment Prizes are given to the students who secures first mark in the Examinations of the previous academic year. The following endowed gold medals and the sponsors list are being enclosed

MOU with Internship schools-A memorandum of understanding

(MOU) is a document that describes the broad outlines of an agreement that two or more parties have reached. MOUs communicate the mutually accepted expectations of all of the parties involved in a negotiation. MoU has been signed with Internship school. It has been done in order for effective Internship, training, Placement, develop teaching competencies, face challenges, integrate theory and practice, get training to counsel, guide and mentor, coordinate and conduct programmes, conduct Action research, mastery over subject content. **Student Extension services** -National Service Scheme (NSS) was introduced in 1969 with the primary objective of **developing the personality and character of the student youth through voluntary community service**. Education through Service is the purpose of the NSS. As a part of NSS wing of TNTEU, our college has been doing many tremendous social work from 2017 under the Programme Officers of NSS along with NSS students in-charge. **The following Programmes and the activities has been conducted by NSS students in the last five years:Activities done during the year 2017-2019**

Dengue Awareness,Tree Plantation: Clean India,Road safety Awareness Campaign in College,Road Safety Awareness - Human Chain:Swatch Bharath - cleaning of Beach, AIDS Awareness Programme,Campus Cleaning,Visit to the Orphan "ANBAGAM",Clean Drinking water.Venue :Thiruporur(sembakkam)

| File Description | Document |
|---|---|
| Relevant documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/6.5). |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

7.Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Answer:

C.S.I. Bishop Newbigin College of education is one of the developing institutions in Chennai established in the year 2009. It is located in Dr. Radhakrishnan Road, Mylapore, Chennai, Tamil Nadu 600004. Key institutions responsible for the development of energy sector, finance and budgeting in the college is the Madras Diocese. The following sections introduce some of the key existing and future institutions involved in the energy sector are: principal office, secretary office, administration office, library, Lesslie Newbigin research center (scripture based), conference hall (2), pedagogy rooms (8), Chapel, computer lab, sports room, hostel, staff room (men and women), Audio/Visual room, parking area, RO water (2017) and projectors.

The main objective of our college is to prepare policies, strategies, action plans, and laws, create a platform for decision-making, implement renewable energy projects, and help other developing sectors with security, land acquisition, and licensing issues will be framed in the future.

Energy can be classified into several types based on the following criteria:

- Primary and Secondary energy
- Renewable and Non-Renewable energy

Primary energy sources: Primary energy sources are mostly converted in industrial utilities into secondary energy sources; for example coal, oil or gas converted into steam and electricity. Primary energy can also be used directly. Some energy sources have non-energy uses, for example coal or natural gas can be used as a feedstock in fertiliser plants. Based on this the primary sources are manpower and the secondary energies include electricity, transportation, RO, technological instruments. Etc.

Renewable and non – renewable: Renewable energy is energy obtained from sources that are essentially inexhaustible. Examples of renewable resources include wind power, solar power, geothermal energy, tidal power and hydroelectric power.

| S. No | Renewable energy resources | Total Nos. | Non - renewable sources | Total Nos |
|-------|----------------------------|------------|-------------------------|-----------|
| | | | | |

| | | | | |
|----|----------------------|---------------|---------------------------|--------------|
| 1 | Man power | 20 | Technological instruments | Compute - 40 |
| 2 | Natural light | | Stock registers | |
| 3 | Water | | Laboratory Condemns | |
| 4 | Flora and fauna | Trees - 56 + | Chairs | 290 |
| 5 | RO drinking water | 1 | Lights | 60 + |
| 6 | Library | 1 | Fan | 30 + |
| 7 | Infrastructure | | AC | 2 |
| 8 | Teaching Aids | | Bicycle | 1 |
| 9 | Sports equipments | | | |
| 10 | Music instruments | 5 | | |
| 11 | Green campus | Green fencing | | |
| 12 | Decoration materials | | | |
| 13 | Banners | | | |

Policies

Other secondary objectives are improving opportunities for education, job creation, rural economic development, poverty reduction, and gender equality. Our college has already established some kind of regulatory policy or financing mechanism for renewable energy development.

Action planning:

1. In 2017 – 2018 solar panels have been implemented all over Diocese. Following this, our institution has also proposed a letter to diocese regarding solar energy panels in our college.
2. Increase in man power for the upcoming M.Ed course.
3. Plan to gain private transportation facility for the college.
4. Utilizing the space, new buildings for education are planned.
5. Multi-purpose hall has been proposed to the Diocese.

Exploration of talent through teaching learning process Class tests, projects, seminars, presentation by students are regular features of class room teaching by which advanced learners are identified. The participation of students in the classroom discussion also throws light on their learning abilities.

| File Description | Document |
|------------------------------------|---|
| Institution energy policy document | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1.1) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

WASTE MANAGEMENT

There is very little emphasis upon source reduction, recycling or reusing waste. Also, there is a lack of any kind of program to inform or educate the students about important aspects of sustainable wastes management. The institution waste management system consists of three phases: collection, transfer and final disposal. The collection of campus waste is carried out by student and maintenance workers. All waste materials will be collected by gardener and sweeper every day, segregated and disposed. The wastes will be disposed at the back area of the college 10 km away from the main campus and incinerated.

Objective:

- Establishes the strategy for a clean environment.
- Defines the obligations that the students of the institution have for campus cleaning
- Establishes the regulations for the following batches and
- To motivate involvement in cleaning and owning of our college
- To engage and cultivate knowledge about waste management

Education: Both 1st and 2nd year students maintain a record of their environmental education in which they have inculcated many aspects such as:

1. Reduced plastic consumption
2. Recycling fallen leaves into manure
3. Separation of weeds from the good plants (every Monday)
4. Answer script of internal exams are recycled for new papers
5. College reuses decoration items and banners
6. Students are encouraged to make useful products from paper cups, newspapers, soaps etc., as a part of the SUPW

Basic education (1st year and 2nd year) – Environmental education records are maintained with all the activities the students have performed.

The challenge before educators is that of developing in themselves and in their students, mindsets and habits that enable people to live sustainably. The institutions purporting to induct students into responsible adulthood should themselves act responsibly toward the earth and all of its inhabitants. This directs attention to the social and ecological costs of what comes onto the campus food, energy, water, materials/and what leaves in the form of wastes/organic matter, toxics, materials, etc./and to the policies that govern purchasing, landscaping, architecture, transportation, and institutional investments. When trying to implement environmental programs, there are aspects of environmental education that should be considered. Unfortunately, environmental education in campus has specific problems:

- 1) Environmental education at all levels it is not included in the curriculum in a formal way
- 2) Environmental education is not a core study
- 3) Textbooks that should cover these themes from elementary school to baccalaureate have not been produced
- 4) Professors and educators are not suitably qualified for developing sustainable waste management courses
- 6) Lack of environmental education reduces the possibility of concerted action.
- 7) There is a debate on the topic but very little positive action.

Conclusion:

Our college is working on the above problems faced and actions will be taken to rectify them in the future. College educates most of the people who develop and manage society's institutions. They bear profound responsibilities to increase the awareness, knowledge, technologies and tools to create an environmentally sustainable future.

| File Description | Document |
|--|--|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

7.1.3 Institution waste management practices include

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

Answer: C. Any 2 of the above

| File Description | Document |
|---|--|
| Income Expenditure statement highlighting the specific components | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Geo-tagged photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Documentary evidence in support of each selected response | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |

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**

Answer: A. All of the above

| File Description | Document |
|---|---|
| Income Expenditure statement highlighting the specific components | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Geotagged photographs | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Any additional link | View Document (https://www.facebook.com/photo/?fbid=1161657624626928&set=pcb.1161659161293441) |

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

Answer:

GREEN CAMPUS

Introduction

The contribution of education to sustainable development has been emphasized many times by educational professional, researchers and global leaders. Hence, strategies for quality education were placed among college

sustainable development goals for 2015-2020. In order to ensure effective learning of sustainability, building and upgrading education facilities is as important as teaching of it. Green campus concept, in this scope, is expected to provide a medium to enhance the awareness of students about environment and contribute to their theoretical knowledge about sustainability through practical implementations.

Objective:

- The purpose of this study is to understand the influence of education on students' perceptions about sustainability.
- In addition to investigate the prevalent green campus practices in and around campus this study analyzes the relationship between students' perceptions about sustainability field and level of sustainability education taken during higher education.
- The study highlights important perception and expectation of a clean and safe environment.
- To acquire skills about ecosystem.

Need and importance of study: Every year we celebrate environmental day in our college on June 5th. On the day, many students donate planting,

| S.No | Year | Celebration | Chief Guest |
|------|------|---|--|
| 1 | 2015 | Environmental day- 'Go Green' | Dr.Vasundra |
| 2 | 2016 | Environmental day | Dr.Samuel Cornelious, presented by Dr.J.Nirmala |
| 3 | | Green Gospel staff study circle | |
| 4 | 2017 | Environmental day- 'Eco Concern' | C.S.I. Synod, Dr. Mathew Gosh |
| 5 | | Green school, green questionnaires with 4 staff members. Till date we are continuing the project with our staff members | |
| 6 | | Implementation of Green fencing around the campus | |
| 7 | 2018 | Environmental day-Biodiversity– Sparrows | Dr.V.Regina and Mr. J.Thangappan |
| | | | |

| | | | |
|----|-------------|--|---|
| 8 | | Combined EVS projects submitted to State government of Tamil Nadu in Panagal Maligai for Environmental award | Theme based on Swacch Barath-Chief Minister of Tamil Nadu |
| 9 | | July-Eco retreat in LITE auditorium | C.S.I.Diocese Bishop and Diocese DEO |
| 10 | | Environmental day | |
| 11 | | International eco conference | C.S.I.Synod |
| 12 | 2019 | Planning and execution meeting in C.S.I.Synod participated Principal Dr.V.Regina and Dr. J.Nirmala | Under Dr. Mathew Gosh |
| 13 | | Pre conference about eco concern in LITE auditorium | |
| 14 | | COVID 19 pandemic disease | |
| 15 | 2020 | We bought some harding plants, bedroom garden and guest room garden. Purchased by Mrs.Maral Kalaiyarasi | Plants are kept in Principal and Secretary office rooms |
| 16 | 2017 - 2020 | Every year plants from different nursery is purchased for our college | Amount-Rs.4000 |

Project Implementation:

1. Studies on clean and safe environment
2. Case study about pollution
3. Tree censuses in and around campus
4. Time line chart – government articles (Law)
5. Environmental education record
6. Implementation of Terrace gardening
7. Green fencing around the campus

Future Action Plan:

- Seed balls from our very own trees and plants can be made and given as gifts during college events, alumni meets, PTA meets and other occasions.
- Eco concerned outreach activities will be conducted to involve students in real life experience.

- Sapling will be given to chief guests instead of shawls and other gift items.
- Students going for internship at schools will share their gained knowledge about green campus, global warming, seed balls, and concern about eco system with young children.
- Interactive competitions that encourage student's creativity will be conducted during environmental day.

| File Description | Document |
|--|---|
| Documents and/or photographs in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

7.1.6 Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles***
- 2. Create pedestrian friendly roads in the campus***
- 3. Develop plastic-free campus***
- 4. Move towards paperless office***
- 5. Green landscaping with trees and plants***

Answer: B. Any 4 of the above

| File Description | Document |
|--------------------|----------|
| Videos / Geotagged | |

| | |
|---|--|
| photographs related to Green Practices adopted by the institution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1.6) |
| Snap shots and documents related to exclusive software packages used for paperless office | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1.6) |
| Income Expenditure statement highlighting the specific components | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1.6) |
| Link for additional information | View Document (https://www.facebook.com/bishopnewbigincollege/video) |

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

Answer: 5.86

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|

136168

376004

158996

142280

162007

| File Description | Document |
|--|--|
| Income Expenditure statement on green initiatives, energy and waste management | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1. |
| Data as per Data Template | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1. |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

Answer:

Community involvement in the realm of higher education institutions is not new. Guided by mutual benefit, there always existed some form of exchange of knowledge, resources and services between the HEI.

Objective:

- To help students understand the importance of community engagement through their curriculum.
- To establish a fundamental basis for extensive adoption of proven instances of practices in community engagement by the institutions in the country.

The practices focus on instilling values among youth, cultivating sensitivity among students towards education of the poor children, issues of social medicine, tribal education and development, care for destitute women prisoners

and the elderly, blood donation for common good, insurance for deprived sections, the challenge of spreading literacy to one and all, efforts at preserving ethno-medicinal biodiversity and treasured attributes of tribal life,

Activities:

Pattinapakkam (Since batch 2017) – Fishery community

Three months once all teacher educator and trainees visit the fishery community in Pattinappakam where the students clean their surroundings and interact with them.

Mother Teresa (Since batch 2018) – Under privileged community

End of every month, on third Saturday students visit the under privileged people and full fill their needs such as food items including rice, oil, dal etc and other basic necessities like soap, hair oil, clothes, bed sheets. Etc.

Madhurandhagam (Since batch 2017) - Medical services

On behalf of the theme 'Sharing and caring' for Christmas, students visit and meet leprosy patients in Pudhunagar.

Chembakkam (Since batch 2018) – Weaver's community

Once a year students and staffs visit the weavers in Chembakkam

Benefits of community engagement on students:

Personal:

- Increased sense of personal achievement, self-efficacy, spiritual growth and moral development.
- Greater interpersonal development, ability to work well with others, and build transferable skills such as leadership and communication.
- Heightened psychosocial wellbeing and capacity to personally flourish.
- Giving and sharing leads to personal enrichment.

Academic:

- Real opportunity to test knowledge, skills and attributes, including scope for problem solving, creativity and critical thinking.
- Greater complexity of understanding and cognitive development.
- Increased satisfaction with course of study.

Career:

- Better understanding of how society and community groups function.
- Enhanced connections with professionals and community members for learning and career opportunities.

- Transferable skills gained can enhance career confidence, illuminate opportunities and augment CV.
- Stronger relationships with peers and faculty staff.

Social:

- Enhanced connection with academic social environment.
- Reduced stereotypes and greater intercultural understanding.
- Increased understanding of the facets of service: justice, compassion, diversity and social responsibility.
- Augmented citizenship skills and greater involvement in community service after graduation.

Future action plans: That great benefits result for both, the community and the HEI, when they do things together. Purposive engagement can bring about lasting transformational effects for both the community and the institution. Following activities will be done in future:

1. Blood donation camps will be conducted in college
2. Rural school development programs will be conducted
3. Tutoring and educating under privileged kids
4. Visiting and Helping senior citizens every year.

| File Description | Document |
|--|---|
| Documentary evidence in support of the claim | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/) |

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

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct

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

Answer: A. All of the above

| File Description | Document |
|---|--|
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Details of the Monitoring Committee, Professional ethics programmes, if any | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.1) |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/) |

7.2 Best Practices

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

Answer:

WORKSHOP, SEMINAR & INSERVICE PROGRAMME:

23.04.2020 – 30.05.2020 - Online classes started with different teaching approaches.

01.06.2020 – 20.06.2020 - All the departments conducted online quiz on Creating Covid-19 awareness and generated online certificate.

21.06.2020 – 24.06.2020 - Mentoring their Mentee during Covid -19 through online.

25.06.2020 - Yoga for health – Yoga at home, International Yoga day conducted and video uploaded to the University.

28.06.2020 – First National webinar conducted, Dr.Nirmal Selvamani and Dr.Rukmani selvamani were the chief guests.

06.07.2020 – 10.07.2020 – National level next Gen – faculty development program organized by Computer science department, faculty from CSI Ewart women's Christian college were resource persons.

30.07.2020 – 31.07.2020 - International webinar conducted for 2 days, Dr.George Varghees Vethakkan from Singapore and Ms.Sujatha Muthaiya were resource persons.

04.08.2020 – National faculty development program was conducted, on “How to write research report”. Dr.D.Kumaran, Dr.S.Prabhu Shankar were resource persons.

06.08.2020 – Annihilation of caste, “A Road to Destination with Barriers” Prof.Dr.Rev.John Jeyaharan, Presbyter CSI Madras Diocese, Prof of social analysis presented his research paper.

12.08.2020-14.08.2020 – 3 days workshop organized on “kanni Thamizhin karpithal Muraigal” Dr.Mosesu Micheal Faraday, Dr.Zebolan Prabhu durai, Dr.P.velammal. Dr.P.Amul Sophia, Dr. S. Divakar, Dr.Durai Muthu Subramanian from Malasiya were resource persons.

Community Engagement Programme :

Every Academic year Staff and Students visit many social backward places and conduct social welfare activities

1. 2014 - 2015 , Perambur Puthiyur school(Mentally Challenged Children)
2. 2015 - 2016, Deaf and dumb School - Mylapore
3. 2016 - 2017, Transgender community visit - cuddalore.
4. 2017 - 2018, Leprosy affected people, - Madurantakam.
5. 2018 - 2019, Anbhagam - Old age home, Adyar Chennai.
6. 2020 - 2021, Irrular community - pazhavelli - uzhalur, Chengalpattu district - Tamilnadu

| File Description | Document |
|---|---|
| Photos related to two best practices of the Institution | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.2. |
| Link for additional information | View Document (https://www.bishopnewbegin.edu.in/gallery.php) |

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Answer:

Introduction:The institutions have become pioneers in providing paradigmatic excellence & quality education intertwining tradition with technology & morality with modernizations. The institute has been catering to the needs of the middle & lower class by providing latest facilities & amenities to all.

Vision:The College aims at training prospective teachers who will be competent, committed and resourceful to serve the nation with a mission.

- To inculcate Christian values among Teacher Trainees to meet the challenges of the changing world.To equip the Teacher Trainees with excellent pedagogical skills. To transform Teacher Trainees to function effectively as role models of a Great Teacher.

Mission:The CSI Bishop Newbigin College of Education with the statement is to train the teachers with active and create minds, a sense of sacrifice, understanding and compassion for others and the courage to face challenges. To stress the fullest attainment in spiritual, moral, intellectual, social, emotional and physical development of each student. In short, to train teachers with a global perspective.

Library:Reverential reference library was extended on behalf of Mr. Lesslie Newbigin (born: 8.12.1909) research center. There are approximately 500+ books under the charge of 5 staff members. We work on standardizing the library equal to the theological libraries around India.

Vision for the library:Our institute works towards fulfilling all our visions which will help us achieve our mission of helping students to become great teachers in future. One of the initiatives for this is our reverential reference library which will help theological students and scripture research students will be benefited by this library.

Priority:The library's main priority is to form a bond between theology, sociology and education. Students of theological studies and teacher educators and trainees through this library they transfer knowledge to the society.

Thrust:The concept of forming a reverential reference library was adapted from Rev. Lesslie Newbigin's attitude towards learning.

Student-staff study is an initiative by the staffs of C.S.I. Newbigin College of education where once a month all staffs and students gather for an hour and discuss about various subjects from scripture as well as subjects regarding their course.

Vision:The vision of conducting a student staff circle is to help every student to become a good person and to reflect all their knowledge gained through college and spread it despite becoming a professional or not, wherever they are they must also spread impact and awareness about education.

Priority:The main priority is for the students who are the national pillars and to mould future student's life. The discussions and exchanging of ideas taking place in the student staff circle helps them to emerge as a strong decision maker and improve their problem solving skills.

Thrust:Our institute has students from various levels of society. Student staff study circle provides a platform for students who do not put themselves in front. It helps these student to share their ideas, developing their arguing skill, listening, deductive, inductive, analyzing, and knowing, understand and application. With the skills gained, the student becomes more determined and confident in facing the future.

| File Description | Document |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View Document (<a :"="" href="https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.">https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/7.: |
| Link for additional information | View Document (https://www.bishopnewbigin.edu.in/gallery/stu_staf_2 |

Extended Profile

Students

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 72 | 74 | 36 | 30 |

| File Description | Document |
|---|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

Format



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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |

| File Description | Document |
|--|--|
| Letter from the authority (NCTE / University / R | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 20 | 26 | 19 | 18 |

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
| Central / State Govt. reservation policy for adm | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 72 | 74 | 36 | 30 |

| File Description | Document |
|--|--|
| List of final year students with seal and signat | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

| | |
|---|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
|---|--|

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69 | 72 | 74 | 36 | 30 |

| File Description | Document |
|--|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic |
| Consolidated result sheet of graduating students | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78 | 79 | 79 | 36 | 32 |

| File Description | Document |
|---|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
| Enrollment details submitted to | View Document |

Submitted to
the state /
univ

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_

Teachers

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 11 | 11 | 11 |

| File Description | Document |
|--|--|
| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
| Copy of the appointment orders issued to the tea | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

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

Answer:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 11 | 11 | 11 |

| File Description | Document |
|---|--|
| University letter with respect to sanction of p | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

Institution

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 3503420 | 4016162 | 3192965 | 3642897 | 2288554 |

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|--|--|
| Audited Income Expenditure statement year wise d | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
|--|--|

Number of Computers in the institution for academic purposes..

Answer: 39

| File Description | Document |
|--|--|
| Invoice bills of purchase of computers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |
| Copy of recent stock registers | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104699/dynamic_ |

Conclusion

Additional Information :

New initiatives have been started

1. Research Colloquim
2. Academy of Excellence
3. Lesslie Newbiggin Research center
4. English Communication Class
5. MOU With internship Schools, Mentor College

Concluding Remarks:

Internal quality means that what teachers teach and students learn is a matter of inspection/Supervision and subject to direct measurement. Therefore care has been taken in each and every step in marching towards excellence. College take immense effort in organising various academic, co-curricular and extracurricular activities overcoming obstacles and financial constraints to impart quality education.

EXCLUDED METRICES

No Metrics are Excluded

ANNEXURE