



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**CSI BISHOP NEWBIGIN COLLEGE OF
EDUCATION**

- Name of the Head of the institution **Dr.Mrs. V. Regina**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **04429510213**
- Mobile No: **8754482049**
- Registered e-mail ID (Principal) **principal@bishopnewbigin.edu.in**
- Alternate Email ID **bpnewbiginbedcol100@gmail.com**
- Address **College Name: C.S.I Bishop
Newbigin College of Education,
College Code:10225, #109, Dr.
Radhakrishnan Road, Mylapore,
Chennai- 600004**
- City/Town **Mylapore**
- State/UT **Tamilnadu**
- Pin Code **600004**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Tamilnadu Teachers Education University**
- Name of the IQAC Co-ordinator/Director **Dr. Mrs.J.V.Persis**
- Phone No. **044-28110778**
- Alternate phone No.(IQAC) **044-29510213**
- Mobile (IQAC) **9444792405**
- IQAC e-mail address **iqacbed2021@gmail.com**
- Alternate e-mail address (IQAC) **bpnewbiginbedcol100@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://www.bishopnewbigin.edu.in/>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.bishopnewbigin.edu.in/>

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | B | 2.28 | 2023 | 14/03/2023 | 13/03/2028 |

6.Date of Establishment of IQAC**31/07/2019****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|------------|----------------|-----------------------------|------------|
| NA | Nil | Nil | Nil | Nil |

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

Conducted FDP ? Organised Workshop, Seminars & Conference ?
Contributed 16 Internal quality system ? Initiated Plan of Action for the whole year (2022 - 2023) ? Gathered feedback from Students and Self - appraisal formal from faculty and Staff.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

| Plan of Action | Achievements/Outcomes |
|--|--|
| <p>12. Plan of Action - ? More Seminars, Conferences and workshops Should be organized in all Pedagogical Subjects ? English Communication for all students . ? Personality Development Programme & Soft skills Programme on Every friday . ? Invite Experts from all subject's for Special talk ? Organize G-20 programmes, for The academic year 2023. ? Encourage all faculty to present papers to in UGC - CARE List</p> | <p>Got outstanding achievement awarded for G-20 programme. students got Encouraged</p> |

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Nil | Nil |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|--|
| 1.Name of the Institution | CSI BISHOP NEWBIGIN COLLEGE OF EDUCATION |
| • Name of the Head of the institution | Dr.Mrs. V. Regina |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 04429510213 |
| • Mobile No: | 8754482049 |
| • Registered e-mail ID (Principal) | principal@bishopnewbigin.edu.in |
| • Alternate Email ID | bpnewbiginbedcol100@gmail.com |
| • Address | College Name: C.S.I Bishop Newbigin College of Education, College Code:10225, #109, Dr. Radhakrishnan Road, Mylapore, Chennai- 600004 |
| • City/Town | Mylapore |
| • State/UT | Tamilnadu |
| • Pin Code | 600004 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |

| | | | | | |
|---|--------|---|-----------------------------|---------------|-------------|
| • Name of the Affiliating University | | Tamilnadu Teachers Education University | | | |
| • Name of the IQAC Co-ordinator/Director | | Dr. Mrs.J.V.Persis | | | |
| • Phone No. | | 044-28110778 | | | |
| • Alternate phone No.(IQAC) | | 044-29510213 | | | |
| • Mobile (IQAC) | | 9444792405 | | | |
| • IQAC e-mail address | | iqacbed2021@gmail.com | | | |
| • Alternate e-mail address (IQAC) | | bpnewbiginbedcoll100@gmail.com | | | |
| 3.Website address | | www.bishopnewbigin.edu.in | | | |
| • Web-link of the AQAR: (Previous Academic Year) | | https://www.bishopnewbigin.edu.in/ | | | |
| 4.Whether Academic Calendar prepared during the year? | | Yes | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | | https://www.bishopnewbigin.edu.in/ | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.28 | 2023 | 14/03/2023 | 13/03/2028 |
| 6.Date of Establishment of IQAC | | | 31/07/2019 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| NA | Nil | Nil | Nil | Nil | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|---|---------------------------|--|
| | | |
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>Conducted FDP ? Organised Workshop, Seminars & Conference ? Contributed 16 Internal quality system ? Initiated Plan of Action for the whole year (2022 - 2023) ? Gathered feedback from Students and Self - appraisal formal from faculty and Staff.</p> | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided). | | |
| | | |

| Plan of Action | Achievements/Outcomes |
|--|--|
| <p>12. Plan of Action - ? More Seminars, Conferences and workshops Should be organized in all Pedagogical Subjects ? English Communication for all students . ? Personality Development Programme & Soft skills Programme on Every friday . ? Invite Experts from all subject's for Special talk ? Organize G-20 programmes, for The academic year 2023. ? Encourage all faculty to present papers to in UGC - CARE List</p> | <p>Got outstanding achievement awarded for G-20 programme. students got Encouraged</p> |
| 13.Whether the AQAR was placed before statutory body? | No |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| Nil | Nil |
| 14.Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2021-2022 | 30/11/2022 |
| 15.Multidisciplinary / interdisciplinary | |
| <p>1. Multidisciplinary / interdisciplinary:</p> <p>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</p> | |

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 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 I year and exists at the end of 4 year of undergraduate education. In 1 st 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.

16. Academic bank of credits (ABC):

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 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. Muthusubramanian From Malaysia, 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 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.

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.

17.Skill development:

1. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
2. 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 skills are being provided.

1. 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

1. Moral education-
2. Scripture education-
3. Human Rights education-
4. Citizenship values-
5. Life-skills-
6. 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.

- o Art and craft- Drawing and doing crafts by Experts
- o 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 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.

- 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

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

(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.

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

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 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 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:

- 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

20.Distance education/online education:

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 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.

Extended Profile

1.Student

2.1

Number of students on roll during the year

59

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| 2.2 | 100 |
| Number of seats sanctioned during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.3 | 0 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| File Description | Documents |
| Data Template | View File |
| 2.4 | 59 |
| Number of outgoing / final year students during the year: | |
| File Description | Documents |
| Data Template | View File |
| 2.5 | 59 |
| Number of graduating students during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.6 | 60 |
| Number of students enrolled during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.Institution | |
| 4.1 | 5500411.02 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

| | |
|--|---------------------------|
| 4.2 | 39 |
| Total number of computers on campus for academic purposes | |
| 3. Teacher | |
| 5.1 | 13 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Data Template | View File |
| Data Template | View File |
| 5.2 | 14 |
| Number of sanctioned posts for the year: | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Planning | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | |
| <p>In The Academic year 2023 -8th Nov TNTEU was Conducted through Zoom meeting topic on "Curriculum planning for all recognized colleges by Curriculum framing and planning Committee of TNTEU and they were planned organized throng online by Resource Persoon Dr. Prof. R. Rathana Sabapathy. In That meeting the following points had discussed. 1.ItemAnalysis.</p> <p>2. Questions Paper Analysis</p> <p>3 . Blue print preparation.</p> <p>4. Question Wise Analysed</p> <p>And on Behalf of our College IQAC Co-Ordinator Dr. J.V-Papery and Assit prof Biological Science Dr.J. Nirmala were participate and preported to the College</p> | |

| File Description | Documents |
|--|---------------------------|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | View File |
| Plan developed for the academic year | View File |
| Plans for mid- course correction wherever needed for the academic year | View File |
| Any other relevant information | No File Uploaded |

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

B. Any 5 of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| List of persons who participated in the process of in-house curriculum planning | View File |
| Meeting notice and minutes of the meeting for in-house curriculum planning | View File |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | View File |
| Any other relevant information | No File Uploaded |

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

B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | Nil |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | No File Uploaded |

1.2 - Academic Flexibility

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

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

4

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

1.2.2 - Number of value-added courses offered during the year**3****1.2.2.1 - Number of value-added courses offered during the year****3**

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**60****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****60**

| File Description | Documents |
|---|---------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View File |
| Course completion certificates | View File |
| Any other relevant information | No File Uploaded |

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

Two of the above

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

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

60

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

60

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Certificates / evidences for completing the self-study course(s) | View File |
| List of students enrolled and completed in self study course(s) | View File |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

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

In the Academic year, 2022 - 2023, our college Reframed the Teaching learning plans, on

on Programme learning out come (PLO) an Course learning out come (CLO) assessment is an Interactive Process of evaluating the extent to which students have developed Certain Key skills Through Course work and learning activities with in the Programme of curriculum,

If have been indicating as a whole expected to achieve as and a tend to be more general and specification of PLO, CLO assessment as the level of Knowledge necessary to achieve their objectives.

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |
| Photographs indicating the participation of students, if any | View File |

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

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.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

In the Academic year 2022 - 2023 faculty development programme was by st. Christophen's college of Education on 11.4. 2023 to 15.4.2023 topic is "faulty of development programme for young Faulty of College and universities.

And on Behalf of our College 5 faculties were participate of any updating our research minds. And Its help's us to reform hour Academic aspects. the following topics have discussed

1. Active Leving Teachings
2. Human relationship
3. Micro teaching
4. Presentation of teaching portfolio.

Really It's helps us to reform derive professionally relevant - understandings of our college

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.4 - Feedback System

| 1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI | Three of the above | | | | | | | | |
|--|--|-----------|---|---------------------------|---|---------------------------|--------------------------------|------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Sample filled-in feedback forms of the stake holders</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table> | File Description | Documents | Sample filled-in feedback forms of the stake holders | View File | Any other relevant information | No File Uploaded | | | |
| File Description | Documents | | | | | | | | |
| Sample filled-in feedback forms of the stake holders | View File | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | |
| 1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following | Feedback collected, analyzed and action taken | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Stakeholder feedback analysis report with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Action taken report of the institution with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table> | File Description | Documents | Stakeholder feedback analysis report with seal and signature of the Principal | View File | Action taken report of the institution with seal and signature of the Principal | View File | Any other relevant information | No File Uploaded | |
| File Description | Documents | | | | | | | | |
| Stakeholder feedback analysis report with seal and signature of the Principal | View File | | | | | | | | |
| Action taken report of the institution with seal and signature of the Principal | View File | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | |
| TEACHING-LEARNING AND EVALUATION | | | | | | | | | |
| 2.1 - Student Enrollment and Profile | | | | | | | | | |
| 2.1.1 - Enrolment of students during the year | | | | | | | | | |
| 60 | | | | | | | | | |
| 2.1.1.1 - Number of students enrolled during the year | | | | | | | | | |
| 60 | | | | | | | | | |
| | | | | | | | | | |

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

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

43

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

43

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | No File Uploaded |

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

43

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

43

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | View File |
| List of students enrolled from EWS and Divyangjan | View File |
| Any other relevant information | No File Uploaded |

2.2 - Honoring Student Diversity

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

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.

Student Orientation Programme:

Dr.Rennet Samson ,Prof. of English, Ethiraj college for Women, Chennai gave Orientation Programme on " The making of Good Teacher'' on 05-07-2023.

WORKSHOP IN MICROTEACHING SKILLS:

Dr.Jelin Davis Retired professor Meston college of Education gave training on skills of Microteaching ON 06-11-2023.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | No File Uploaded |
| 2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs | All of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |
| 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity | All of the above |

| File Description | Documents |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

2.2.4 - Student-Mentor ratio for the academic year

5 11

2.2.4.1 - Number of mentors in the Institution

11

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

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

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: Hands on approach

PROBLEM SOLVING METHOD: Question answer technique is followed

BRAINSTORMING AND CREATIVE LEARNING: Discuss the topic and ideas are generated.

FOCUSED GROUP DISCUSSION: Students exchange ideas ,information with team spirit.

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.

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | No File Uploaded |

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

11

| File Description | Documents |
|--------------------------------|---|
| Data as per Data Template | View File |
| Link to LMS | https://www.bishopnewbigin.edu.in/ |
| Any other relevant information | No File Uploaded |

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

59

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Landing page of the Gateway to the LMS used | View File |
| Any other relevant information | No File Uploaded |

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

Five/Six of the above

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | https://www.facebook.com/bishopnewbigincollege/ |
| Any other relevant information | No File Uploaded |

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

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 | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations

Five/Six of the above

Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View File |
| Any other relevant information | No File Uploaded |

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

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 ,assignments, case studies and engage in group discussions.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 discussion, seminars, workshops, extension lectures ,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. 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. Quiz, group discussion, debate and competition are held from time to time during the year.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.4 - Competency and Skill Development

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

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities with video graphic support wherever possibl | View File |
| Any other relevant information | No File Uploaded |

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

Ten/All of the above

| Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | |
|--|---------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | No File Uploaded |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | View File |
| Documentary evidence in support of each selected activity | View File |
| Any other relevant information | No File Uploaded |
| 2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback | All of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | No File Uploaded |
| 2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group | All of the above |

| activities Performance tests Oral assessment Rating Scales | |
|---|---------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | No File Uploaded |
| 2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations | All of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | View File |
| Any other relevant information | No File Uploaded |
| 2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement | All of the above |

in preparatory arrangements
Executing/conducting the event

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | View File |
| Report of the events organized | View File |
| Photographs with caption and date, wherever possible | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | No File Uploaded |

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

The 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. | |
| 2021-2023 | |
| 50 | |
| 59 | |
| | <ul style="list-style-type: none"> • 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 | Documents |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |
| 2.4.9 - Number of students attached to each school for internship during the academic year | |
| 2.4.9.1 - Number of final year students during the academic year | |

59

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Plan of teacher engagement in school internship | View File |
| Any other relevant information | No File Uploaded |

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

Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During internship all the pedagogy teaching faculty must visit the school twice in which the students are undergoing the internship programme. The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teacher. The first phase including Microteaching 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.

1. Skill practicing
 2. Feedback (peer and faculty)
 3. Lesson plan practice
 4. Mentoring
 5. Instructions for Internship
 6. Observation and Teaching visit to concerned schools
 7. Maintain visit record (suggestions /remarks)
 8. Submission of teaching visit record by pedagogical faculty
 9. documentation with geo-tagged photos
- 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 | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File |
| Two filled in sample observation formats for each of the claimed assessors | View File |
| Any other relevant information | No File Uploaded |

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

Five of the above

| File Description | Documents |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | View File |
| Any other relevant information | No File Uploaded |

2.5 - Teacher Profile and Quality

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

16

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

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

4

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | No File Uploaded |

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

13

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

13

| File Description | Documents |
|--|---------------------------|
| Copy of the appointment letters of the fulltime teachers | View File |
| Any other relevant information | No File Uploaded |

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

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

- Attending Seminars, Workshops, Conference, Symposiums, Faculty development Programme(FDP).
- Faculty exchange programme with MoU signed institutions like St.Christopher's college of education, Measi college of education
- Teachers were encouraged to undergo the online courses MOOC and SWAYAM to update ourselves professionally.
- In-House discussions on current developments: Research colloquium is organised to present papers and share their research experiences.
- Faculties write and publish papers and articles in college magazine and reputed journals.
- Convenors in G-20SDG Programmes , Khadi movement, FIT INDIA MOVEMENT,
- Conduct pedagogical programmes like demonstration
- Be as Resource persons for programmes conducted by colleges of education.
- Act as judges in cultural, debate, COMPETITIONS and group discussions
- Act as Chair persons in workshops AND CONTENT DEVELOPER
- Analyse the question paper after TNTEU examination (QUESTION PAPER ANALYSIS)
- Attend online as well as offline workshop conducted by TNTEU (department of curriculum planning)
- Involve in NSS, RRC, and YRC ACTIVITIES
- Conduct outreach activities

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | No File Uploaded |

2.6 - Evaluation Process

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

- 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)

- 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 awarded 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.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Five of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | No File Uploaded |
| Details of provisions for improvement and bi-lingual answering | View File |
| Documentary evidence for remedial support provided | View File |
| Any other relevant information | No File Uploaded |

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

Examination committee plans the three internal assessment tests for each semester. Assessment exams are conducted as per Tamil Nadu Teacher Education University.

- Upon evaluation of the internal assessment answer scripts, these scripts are given to students to have an idea of their performance in the test.

- 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

- 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 | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

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 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. 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 | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.7 - Student Performance and Learning Outcomes

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

In our CSI Bishop Newbigin 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.
- Weekly and Monthly plan are being submitted to Principal(PLO AND CLO are clearly stated)
- 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.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | View File |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | No File Uploaded |

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

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 | Documents |
|--|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View File |
| Any other relevant information | No File Uploaded |

2.7.4 - Performance of outgoing students in internal assessment

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

59

| File Description | Documents |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | No File Uploaded |

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

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 | Documents |
|--|---------------------------|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://docs.google.com/spreadsheets/d/18WnAMV-06cWNErXlVfpXuIuUoMV93ZyhX2DY0gO7Xsg/edit#gid=0>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | View File |
| Any other relevant information | No File Uploaded |

3.1.2 - Number of grants received for research projects from government and / or non-

government agencies during the year (INR in Lakhs)

0

| File Description | Documents |
|--|---------------------------|
| Sanction letter from the funding agency | View File |
| Income Expenditure statements highlighting the research grants received certified by the auditor | View File |
| Any other relevant information | No File Uploaded |

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | No File Uploaded |
| Sanction letters of award of incentives | No File Uploaded |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View File |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | No File Uploaded |

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and

All of the above

needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

4

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the journals in which articles are published | View File |
| Any other relevant information | No File Uploaded |

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

1

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher | View File |
| Any other relevant information | No File Uploaded |

3.3 - Outreach Activities

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

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

4

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

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

59

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

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

59

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

59

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

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

Outreach activities is conducted by educators, these activities are alternate research applications that can be easily conducted during teaching and learning processes. 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

2021-- 2023

Museum

OOTY

CSI EWART GLOBAL SCHOOL

Govt.Higher Secondary school, Vysarpadi

59

Community and cultural studies

The students got benefitted from the outreach programme

4

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

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | View File |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages

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

1

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

1

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| List of teachers/students benefited by linkage – exchange and research | No File Uploaded |
| Report of each linkage along with videos/photographs | View File |
| Any other relevant information | No File Uploaded |

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

2

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

For each Pedagogy subject, classrooms are provided with adequate desks, chairs and tables. Our college has a single storeyed building .We have one Conference Hall with ICT enabled system which can accommodate nearly 200 persons in the first floor. Our College has a Multipurpose Hall with an ICT enabled system. Both Conference Hall and Multipurpose Hall serves for conducting Conferences. Seminars, Workshops, Cultural Programme, Orientation

courses, Induction Programme, Staff study circle. Our College has a computer Laboratory with 25 computers, provided with a wi-fi facility. 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. 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 | Documents |
|---|---------------------------|
| List of physical facilities available for teaching learning | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

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

6

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | https://bishopnewbegin.edu.in/#infrastructure |
| Any other relevant information | No File Uploaded |

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

960742

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | No File Uploaded |

4.2 - Library as a Learning Resource

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

(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 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 for various purposes.

| File Description | Documents |
|--|---|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | https://bishopnewbigin.edu.in/library.php |
| Any other relevant information | No File Uploaded |

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The 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 INDEST and UGC-INFONET are jointly responsible for activity listed at i) and ii) above. 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. All staff members are given with separate log in ID. 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.

| File Description | Documents |
|--|---------------------------|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | View File |
| Any other relevant information | No File Uploaded |

| | | |
|---|---------------------------|--------------------|
| 4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases | | Three of the above |
| File Description | Documents | |
| Data as per Data template | View File | |
| Receipts of subscription /membership to e-resources | View File | |
| E-copy of the letter of subscription /member ship in the name of institution | View File | |
| Any other relevant information | No File Uploaded | |
| 4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs) | | |
| 58191 | | |
| File Description | Documents | |
| Data as per Data Template | View File | |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | View File | |
| Any other relevant information | No File Uploaded | |
| 4.2.5 - Per day usage of library by teachers and students during the academic year | | |
| 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year | | |
| 340 | | |
| | | |

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

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

All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |

4.3 - ICT Infrastructure

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

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) 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 and MULTIPURPOSE hall.

| File Description | Documents |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

4.3.2 - Student – Computer ratio during the academic year

35

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

A. ?1GBPS

| File Description | Documents |
|--|---------------------------|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | View File |
| Any other relevant Information | No File Uploaded |

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

Two of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

1240837

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View File |
| Any other relevant information | No File Uploaded |

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

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 members discuss the following business and suggest ways to resolve major issues related to renovation, staff welfare schemes, buying of stocks, Increment and grievances, Resolution for few issues. Budget - Details of Income and Expenditure (Expenses for Union-Inauguration and Valedictory/Sports day/ Graduation day/Christmas celebration/ Independence day/Republic day/ cultural etc.,) Annual refurbish will be carried out within the cost of the budget.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://bishopnewbigin.edu.in/index.php |
| Any other relevant information | No File Uploaded |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Nine or more of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | View File |
| Composition of the student grievance redressal committee including sexual harassment and ragging | No File Uploaded |
| Samples of grievance submitted offline | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Four of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View File |
| Report of the Placement Cell | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

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

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 7 | 59 |

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

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

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

10

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

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | View File |
| Any other relevant information | No File Uploaded |

5.3 - Student Participation and Activities

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

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, VicePresident, StaffAdvisor, Student President, Student Secretary, Treasurer, Cultural Secretary, Chapel - in - Charge, Sports Secretary, Community Engagement Secretary, English and Tamil Magazine Editor, English Literary Association Secretary, Tamil Literary Association Secretary, NSS, YRC AND RRC Student-in-Charge, SCM Student President, Tamil ,English, Mathematics, Physical science, 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. 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 | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | View File |
| Any other relevant information | No File Uploaded |

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

4

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

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

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

(i) 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 | Documents |
|--|---------------------------|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various

All of the above

activities other than class room activities
Support to curriculum delivery Student
mentoring Financial contribution Placement
advice and support

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | No File Uploaded |
| Income Expenditure statement highlighting the alumni contribution | View File |
| Report of alumni participation in institutional functioning for the academic year | View File |
| Any other relevant information. | No File Uploaded |

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View File |
| Any other relevant information | No File Uploaded |

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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. They also contribute towards sponsorships for department program. Our alumni are invited for guest lecturing and as resource person for workshops, conference and seminars. 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 Cultural
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 | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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.In keeping with the vision and mission of the institution, the following steps in governance are reflective of an effective leadership of our College such asOrganizational needs,Interaction with stake holders,Decision making,System development,implementation and continuous improvement,Reinforcing a culture of excellence

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Decentralization shared governance: Church of South India,Diocese of Madras is our management, dedicates itself for providing uncompromised quality education. 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. AAC member Hierarchy:AAC was headed by College secretary, Principal,Dean of Student affairs,IQAC Coordinator and a Senior faculty member from 2009. 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. AAC & AAA conducts

the meeting twice periodically for the discussion of issues and challenges for the developmental aspects of institute through proper channels, i.e. through parent teacher, alumni & 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 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, Placement cell, Discipline, Admission, Anti ragging, Examination committee, Community services, Internship, Counseling cell, Bishop Leslie Newbigin Research Centre, Engage Disability Cell, Green campus & Finance, 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,

| File Description | Documents |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

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

Academic calendar gives all details of various activities in advance. 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. 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. 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, CCA 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. An online grievance redressal cell enables, easy

accessAll expenditure proposals undergo strict financial,purchase committee and governing body.The members of the internal finance committee are College Secretary,Principal,Accountant.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 is discussed annual budget and annual audits are prepared as per norms and are placed before the finance committee and governing body.Propriety is ensured at all levels with regular audits by internal auditor Chartered Accountant.

| File Description | Documents |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | No File Uploaded |

6.2 - Strategy Development and Deployment

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

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 successfull.The goal is followed by strategies that address the way the goal is achieved for an envisioned future. 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.Train the student teachers to include creative and innovative pedagogy in the questionnaire framework,Train the student teachers to use innovative pedagogy questionnaire to enhance in their experimental research,Train the student teachers in creative writing and critical thinking to personalize their experimental research and prepare them to publish as article,Train the student teachers to visit and embed the dropouts into the regular stream in all the courses,Train the student teachers and provide flexibility in timings and enhance one to one teaching and learning beyond their curriculum,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 | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://bishopnewbigin.edu.in/ & https://www.facebook.com/bishopnewbigincollege/ |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

The 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 college has grievance redressal cell to cater to the needs of the students. 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 and get no objection & CEO letter, arranging the heads meeting for orientation before the teaching practices 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 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 Newbigin Research Centre: Research programme will be taken care, Engaged Disability Cell: Engage, equip and be enabled our student teacher, Finance Committee: Taken care of all the finance matter, Purchase Committee: Purchasing items Staff Association Alumni Associatio, YRC RRC

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://bishopnewbigin.edu.in/download/CollegeOrganogram.pdf |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | View File |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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. 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, 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 help. 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. Student teachers gained knowledge to identify and differentiate between slow learners and children with disabilities.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

College has many welfare schemes in place for both teaching faculty and non-teaching staff members. EPF 12%, HRA 25%, DA 25%. The faculty members who attend workshop/Conference/Seminar 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. Promotion given to the eligible faculty. The faculty and staff provided permission for higher studies medical allowance to both faculty and non-teaching staff is given. The college provides additional 5 days of SLOver and above entitled 12 days EL. The management has tied up with PNB for sanction of personal loan, for our faculty and non-teaching staff salary advance also provided 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. College provides concession in tuition fees for children of the employee. the management provides lunch to all its faculty and staff on occasion Every year gifts, uniform are given to teaching and non-teaching staff given on teacher's day and Christmas Eve respectively

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

2

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

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

7

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | View File |
| List of participants of each programme | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

6

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Copy of Course completion certificates | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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. The system supports transparency as it involves sending the feedback by individual faculty with a TEI number from PAR-NCTE. 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, interest in the students and their progress, ability to explain use of examples and illustration, knowledge of the subject. Educational qualification, Career Profile, Research interest/Specialization, Teaching Experience/subjects/courses taught, Honours & Awards, Research publications, 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 TEI9008002-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 | Documents |
|--|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

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

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 | Documents |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

175000

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

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

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 | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

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

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. 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, IQA/ISO /Quality circle, Parent-Teacher Association (PTA), Mock commission, Academy of Excellence-English Communication, coaching for TET/PGTRB/ AIACHE, AISHE, PAR, Scholarship Committee 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. One major area that has been identified and given support is Communication in English. Placement has procedure like receiving on the arrival of HR Personals, Introduction of the team to students, Selected list of Candidates (Preliminary), Merit list on the basis of written tests followed by an oral Interview.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

IQAC system regularly conducts meeting to review the effectiveness of the whole teaching -learning process. .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. Since training before internship is important, Students were given intense teaching practice before school inter. Practice writing Lesson plan, Observation-skill of observing is taught ,practice given to write observation record, 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., 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

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

7

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | View File |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Our Institution strives and marches towards excellence in the following: Research Colloquium Exploring new avenues in Research, Articles, policies, Newsletter will be conducted as a discussion forum. 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.Lesslie Newbigin Research Centre-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 ProficiencyEndowment 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-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) serves its best.

| File Description | Documents |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Primary energy sources: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. We have Renewable anergy and Non-Renewable energy resources like Man power, drinkingwater, Flora and Faunna, Library ,Sports equipments , Music instruments,Teaching aids, decoration materials, Bannersand non -Renewable sources like Technology,Stock registers, Laboratory equipments, Furnitures,Electrical equipments and cycle etc. in sufficient numbers

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

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

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.

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

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

Two of the above

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

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

All of the above

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

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

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.

Project Implementation:

1. Studies on clean and safe environment
2. Tree censuses in and around campus
3. Time line chart - government articles (Law)
4. Environmental education record
5. Implementation of Terrace gardening
6. 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 and Interactive competitions 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.
-

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

| 7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants | All of the above |
|---|---------------------------|
| File Description | Documents |
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | No File Uploaded |
| Snap shots and documents related to exclusive software packages used for paperless office | View File |
| Income- Expenditure statement highlighting the specific components | View File |
| 7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs) | |
| 960742 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | View File |
| Any other relevant information | View File |
| 7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words | |
| ctivities: | |
| 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

Visit to Schools in Vysarpadi

Visit to Museum

Future action plans: That great benefits result for both, the community and the HEI, when they do things together. Purposeful 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 | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

A. All of the above

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

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | No File Uploaded |
| Web-Link to the Code of Conduct displayed on the institution's website | View File |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

G20* On 14th June 2023, Wednesday, Convenor Dr. Mrs. Rita organised wonderful G20 program. Students of first year attended the rangoli competition on G20 theme at *CSI Bishop Newbigin College Of Education.**HEALTH AND EDUCATIONAL PROGRAM ON HAIR FALL* On 22th August 2023, Tuesday, Mrs. Maral kalaiarasi program convenor organised Health Awareness Program on hair fall iThe Chief guest, Dr.U. Zeenath Begum, a dermatologist, said about hair shedding and hair fall.*ALUMNI MEET ONLINE* On 18th July 2023, Tuesday, Convenor Mrs. Avanthi Ebsiba organised an Online Alumni Meet. .Yogathon for youngsters* organised a yoga programme on 27th July, Wednesday, at our college Conference hall, according to the theme: "Yogathan for youngsters". Conducted Apex-SDG Championships 2023 events such as skit on 20.07.2023 (Thursday) skit based on the theme "THE ABUSE OF OLDER PEOPLE ". held a day's event on 14/7/23 to spread the message of 'Vasudhaiva Kutumbakam' or 'One Earth, One Family, One Future', the theme for India's G20 presidency. A mental

well-being workshop was also organised on 12th July, 2023 conducted by the group 'F5 Moments'. Team member Ms. Daphne led the workshop that included games, activity song and a small skit. KHADI MOVEMENT, FIT INDIA MOVEMENT and PERSONALITY DEVELOPMENT (SKILL DEVELOPMENT) were also conducted.

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

7.3 - Institutional Distinctiveness

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

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.

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.

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. 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 all staffs and students gather in a month for an hour and discuss about various subjects from scripture as well as subjects regarding their course.

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.

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