



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	BISHOP AGNISWAMY COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr S. Jasmine Sheila Burney
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04651200546
• Mobile No:	9943350117
• Registered e-mail ID (Principal)	baceducationmuttom@gmail.com
• Alternate Email ID	baceducationmuttom@yahoo.co.in
• Address	Muttom, Kanyakumari District
• City/Town	Nagercoil
• State/UT	Tamil Nadu
• Pin Code	629202
2.Institutional status	
• Teacher Education/ Special Education/Physical	Teacher Education

Education:					
• Type of Institution	Co-education				
• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	Tamilnadu Teachers Education University				
• Name of the IQAC Co-ordinator/Director	Dr.P.Vel Murugan				
• Phone No.	04651200579				
• Alternate phone No.(IQAC)	9894916237				
• Mobile (IQAC)	9894916237				
• IQAC e-mail address	iqacbase@gmail.com				
• Alternate e-mail address (IQAC)	iqacbase@gmail.com				
3.Website address	https://baceducation.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://baceducation.org/img/iqac/2019-2020.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://baceducation.org/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.72	2013	05/01/2013	20/01/2018
6.Date of Establishment of IQAC	08/09/2010				
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
Bishop Agniswamy College of Education, Muttom	Nil	Nil	Nil	Nil
8. Whether composition of IQAC as per latest NAAC guidelines	Yes			
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File			
9.No. of IQAC meetings held during the year	2			
<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			
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Bridge Course was conducted for prospective teachers and prospective teacher educators to promote their communication skills and teaching aptitude and it will promote their confidence in their communication skills and teaching.				
Research Colloquium was conducted for our M.Ed. scholars and they have presented their research proposals about the research topics for their dissertation selected and also works done at their research in a effective manner.				
Club Inaugural function of the subject clubs were conducted through virtual mode and the presidents and secretaries of subject clubs presented the objectives and future plans of their clubs and association activities and also took oath.				
Innovative school visits were done and observed by the pre-service teachers to know about the infrastructural and instructional facilities of those schools and aware about the schools and its administration management.				
Online Webinars and Workshop were conducted for the betterment of Online Teaching and Learning to the School Teachers, Pre-service				

Teachers, Pre-service Teacher Educators and Teacher Educators

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
Bridge Course for Freshers	Develop Communication Skills
Online Teaching and Learning	Develop Teaching Skills and Aptitude
Online and offline classes	Blended mode of teaching and learning
Online Webinars and Workshop	Innovation on quality Education in Teaching and Learning
Research Colloquium and Seminar Participation	Quality Research in Educational Research
Demonstration and Block Teaching	Developing Innovations in Teaching Skills
Online Presentation and Evaluation	Evaluation in Teaching and Learning
Field Immersion and Innovative School Visit	Innovation on quality Teaching and Learning in schools
Club and Associations	Leadership Quality and Awareness on Pedagogy in Schools

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body, Bishop Agiswamy College of Education	14/07/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	28/02/2022

15. Multidisciplinary / interdisciplinary

The curriculum aspects are carefully designed, so that the students enjoyed the course of secondary education. The philosophical foundations of education, psychological foundations of education, technological foundations of education, curriculum and evaluations and also educational research are the predominant domains. The experienced field experts of these interdisciplinary domains are helping their own interested areas in which they have

the rich experience for our preservice teachers and preservice teacher educators.

16.Academic bank of credits (ABC):

The college has planned to make the students to join and gain the benefits of other value added courses especially the swayam courses from the next year students. The courses that will be more useful and efficient are selected to propose to the students.

17.Skill development:

The proper guidance are given to the prospective teachers and prospective teacher educators to have the better space in their skill development. From the very first day onwards the sessions related to spoken english is started. It is followed with the well desiged course structure. The teaching skills are imparted with orientations programmes and the guidance are given to write the mini lesson plan for micro teaching practice for the prospective teacher. The students for block teaching is also conducted effectively. The computer handling skills for effective teaching , learning and evaluation process are given through online classes. Whereas we orient our prospective teacher educators about the research and areas of educational research and also research data collections, report writing and publication etc are given through online classes. Our prospective teacher and prospective teacher are given with online training to develop their own e-content through the mobile applications.

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

The National Education Policy 2020 envisions an educational system fashioned on the lines of India's profuse linguistic, cultural and artistic heritage. The promotion of Indian arts and culture is seen very important and it could be effectively imparted through integrating Indian arts into the main curriculum which would not only develop a strong sense of identity and aesthetic outlook but also enhances creative and cognitive skills among the children. Our institution implements bilingual mode of curriculum transactions and teaching methodologies to teach preservice teachers and preservice teacher educators and also encourages them to submit their assignments, present seminars and write their exam in vernacular language. Apart from these we provide them the study materials for their studies in the vernacular language and also encourage the learners to be involved in cultural activities and celebrate the national celebrations like Onam, Pongal and also religious celebrations that highlights our Indian traditional styles.

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

OBE is an assessment-driven system that operates through the setting up of standards. Qualification/ unit standards are parameters that guide learners and the general public about qualities, values, attitudes, knowledge and skills expected of them as competent citizens, professionals. Outcomes are statements

regarding what a student can do and what he/she understands, the contextually demonstrated end products of the learning process. Here we evaluates our preservice teachers and preservice teacher educators through continuous internal assessment, assignment, seminar presentations, consecutive tests and also frequent competency and skill based evaluation were done through their intensive teaching, colloquium and other curricular and co-curricular activities.

20.Distance education/online education:

Our college has planned to implement value added course for preservice teachers, preservice teacher educators, alumni and even to the public for join the ODL and gain the benefits of our value added courses in the forthcoming year. These short term ODL courses will be more useful and efficient for our learners through online distance learning.

Extended Profile

2.Student

2.1 Number of students on roll during the year	201
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	150
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File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
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File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	99
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File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	99
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File Description	Documents
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Data Template	View File
2.6 Number of students enrolled during the year	102
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1971909
4.2 Total number of computers on campus for academic purposes	28
5. Teacher	
5.1 Number of full-time teachers during the year:	26
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	26

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

The college affiliated to Tamil Nadu Teachers Education University, adheres to the regulations laid down by the University in particular. Our academic calendar is based on the timeframe provided by the University. The college strategizes the best methods to successfully implement the curriculum. In the beginning of every new academic year, an institutional academic calendar is prepared. The tentative dates of important events, examinations, seminars, workshops and college activities are planned. Due to COVID-19 pandemic situation from March 2020, all the teachers delivered curriculum through online by using various platforms i.e ZOOM, and Google meet. After the completion of each lesson, a

question bank is given to the learners to enable them to understand the nature of questions likely to be asked in the examination. Online teaching tools are used to digitally organize, distribute, collect assignments, and send course materials and timely feedback given to the students. Along with these, common WhatsApp groups were created for different batches which facilitated quicker exchange of information between teachers and students. According to university norms staff conduct test and give assignments. Meanwhile, Students' feedbacks about delivery of curriculum by the concerned teacher educators are conducted.

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	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
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	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
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	No File Uploaded
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 are stated and communicated to

B. Any 3 of the Above

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	https://baceducation.org/demo1
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
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

3

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

1

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

1

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

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

100

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

100

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

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

One of the above

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

0

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

0

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

Education strives to optimize the learning process and learning outcomes of their students. Our college is having B.Ed and M.Ed course curriculum designed by Tamilnadu Teachers Education University, Chennai. Our UG Curriculum is designed by TNTEU involves opportunities to acquire links between the courses through field experiences, pedagogical skill development, EPC's and certificate courses. Our PG curriculum is designed by TNTEU is to provide opportunities towards enhancing professional skills, competencies, critically reflecting research and advancements. Even communication skills, soft skills, expository writing, academic writing skills to improve various skills such as critical Thinking, negotiation and emphasizes on developing self-confidence and enhances the capacity to organize and present literature, which further improves research synopsis. Apart from these curriculum, we imbibe the rudiments of the teaching-learning approaches, methods, strategies, tactics and techniques required to become professionally competent teachers fit into any system of school education. All these curricular inputs are enforced to prepare our learners with the sense of self-awareness among the student teachers and prospective teacher educators to identify their own emotions thoughts and actions, learn to have an altruistic attitude towards peers and have the prospect to structure the minds of upcoming generation. Whereas the Pandemic situations of the academic year 2020 - 2021 couldn't successfully implement the curricular thrust of the students

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

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

'Unity in diversity' in the classroom doesn't seem a farfetched idea anymore for any globally minded teacher. This can be achieved through the use of technology that connects students to foreign knowledge and cultures, or by having an a multicultural and diverse learning environment. In our college, there are various sorts of diversity. The students come from various religions,

community and cultures. Teachers and administrators never discriminate the students based on their diversities. Alternative education of our institution is largely focused on the interests and needs of the individual student. This course is intended to offer students with information and awareness on education systems in national and international level by visiting special schools, field visits, national educational tour and all the educational and service oriented activities for multicultural education to the learners. We celebrate national festivals in our campus and provide opportunities for our students to participate in various competitions conducted in other institutions while they celebrate the national or international important days.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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

Our B.Ed and M.Ed course is very important to shape the prospective teachers and prospective teacher educators into an effective teacher and teacher educator of tomorrow. In Bishop Agniswamy College of Education, we have an effective monitoring mechanism during internship programme. In which first of all the student teachers are given opportunity to observe the five classes of the guide teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also manages to makes more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the student teacher. Along with the internship assessment we assess student teachers' professional and instructional skills for improving teaching process through our teacher educators' school visit as well as mentor teachers' classroom teaching evaluation. Even our teacher educators are also instructed to keep a record of all the innovative activities that has conducted by a student teacher during their internship programme. Even our prospective teacher educators are given the chance of observing the schools and our own student teachers and maintain the record during their field immersion visits and they are provided the chance of teaching student teachers at teacher education institution through their internship of teaching 12 classes for student teachers of teacher educational institution.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

Four of the above

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
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

103

2.1.1.1 - Number of students enrolled during the year

103

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

102

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

102

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	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.

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. For that, we conduct an entry-level evaluation to examine all new students of our college and also update their readiness in order to ensure that whether they have the chance of achieving their academic goals. Bishop Agniswamy College of Education has an excellent evaluation system, For every academic year, we plan our

entry level testing. It involves language assessing scholastic skills through micro teaching and block teaching and also regular unit tests for B.Ed course; whereas Proposal writing, Research Planning were assessed by colloquium for M.Ed Course. For the co-scholastic skills, we have programmes namely communication skill, club activities, sports and fine arts programmes. After scholastic skills and co-scholastic skills assessment; we conduct regular feedback system for the prospective teachers and prospective teacher educators. Here our teacher-educators take some steps to address their problem and suggest some academic support in the form of remedial measures. This frequent remedial measure helps our learners for further development in their teaching and learning.

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

Six/Five 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	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
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

Three of the above

institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

26

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.

The well qualified teacher educators of Bishop Agniswamy College of Education teach with modern methods of teaching to facilitate and enhance learning for the benefit of their learners. Modern teaching methods of our teacher educators have a considerable effect on educational advancement of the learners. According to the results; Teaching became a crucial instrument for learning of our students by employing modern teaching methods. Here our teacher educators used the most effective methods based on educational goals, instructional content and the needs and interests of students. Our institution has provided full facilities to our students toward better teaching learning practices enhancing students' knowledge and assisting them in becoming successful citizens and creative educators. Due to Covid

- 19; Our College gave both face-to-face and online education for our learners.

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

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://baceducation.org/demo1/
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

Nil

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

Four 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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil

Any other relevant information	No File Uploaded
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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

Mentoring system at our college is providing at every pedagogical department for getting useful feedback from their teacher educators. So it's allowing our learners to develop and prepare good teaching plans i.e. how to navigate the classroom, style of expression, professional appearance etc.

Teamwork - Mentor teacher and learners will plan curriculum on a cooperative basis. This kind of team teaching experience provides opportunities for the learners to observe and experience the teaching process as well as learn better. In this regard, we have 10:1 mentoring for conducting and evaluating the students through micro teaching, block teaching, seminars, group discussions, colloquium etc.

Dealing with student diversity - In this phase, our learners has more independence in teaching. The mentor teacher reviewed lesson plans and observe the student teacher's methods and instruction style. The mentor teacher has to arrange regular meetings to the learners and providing feedback and support.

Balancing home and work stress - Our learners are independent and continually gaining confidence and autonomy as they depend more and more on their classmates not just the mentor for sharing of resources as well as learning to exercise independent judgment while learning from experience in this phase.

Conduct of self with colleagues and authorities - The mentor teacher re-assumes more responsibility in the classroom. However, they observe other classrooms and do a personal evaluation of their own skills with colleagues and authorities.

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 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-

Three of the above

from local to regional to national to global

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

The process of teaching-learning aims at the transmission of knowledge, imparting skills and formation of attitudes, values and behavior. This is a technological era and e-learning has become heart of every individual soul. We have started to see the extensive incorporation of e-learning in the teacher training programme. Prospective teachers and teacher educators are given input through two-way communication; so the information were shared through projecting Slides; images and Videos of real-life occurrence of interpersonal behaviours are to enhance understanding of the topic of their teaching. Prospective teachers and teacher educators are given the opportunity to practice the skills based learning on real-life situations. This provide them a opportunity to strengthen their ability in practicing the skills through Computer Education, Communication skills, Folk Arts, Quiz programme, reading and reflection on text etc...are the additional works apart from this process of teaching-learning. Even we provide our Prospective teachers and teacher educators with oral information, support to take seminars, paper presentations in the forum of class as well as research colloquium with the short interactions for asking related questions and responding to the questions of the forum. Apart from these, we provide our learners to access journal article, blog, multimedia presentation in teaching - learning.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

Seven/Eight of the above

Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
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 Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
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

All of the above

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

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
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 activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
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	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
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 in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
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	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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

In Bishop Agniswamy College of Education, we have an effective monitoring and orientation mechanism during internship programme. In which first of all the student teachers are given opportunity to take micro teaching for practicing the teaching skills and also provided the situation to teach in the classroom as well as through block teaching with 10:1 mentoring system. Its followed by teaching orientation to the student teachers observe the demonstration of pedagogical subject in the college with the help of experts as well as pedagogical teacher educators on demonstrated teaching. After that as per guidelines of TNTEU, they select the school for their internship programme. During internship, they have to observe minimum of five classes of their guide teachers. While observing other teachers is a key part of development; it improves student teachers' own self-awareness of their teaching skills and make them identifying areas of teaching for further growth. During the internship programs the senior teacher also observes the five classes of our student teachers in the internship school. Mentoring of the guide teacher at internship enables our student teachers to reflect on their practice teaching. Along with the internship assessment we assess student teachers' professional and instructional skills for improving teaching process through our teacher educators' school visit as well as their evaluation. So they orient our student teachers at the time of internship for an effective teaching.

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

94

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

2.4.10 - Nature of internee engagement during internship consists of Classroom

Seven/Eight of the above

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

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

In Bishop Agniswamy College of Education, we have an effective monitoring and orientation mechanism during internship programme. In which first of all the student teachers are given opportunity to observe teacher educators for the demonstrated teaching. After that as per guidelines of TNTEU, they select the school for their internship programme. During internship, they have to observe minimum of five classes of their guide teachers. While observing other teachers is a key part of development; it improves student teachers' own self-awareness of their teaching skills and make them to identify the areas of teaching for further growth. During the internship programs the senior teacher also observes the five classes of our student teachers in the internship school. Mentoring of the guide teacher at internship enables our student teachers to reflect on their practice teaching. Along with the internship assessment we assess student teachers' professional and instructional skills for improving teaching process through our teacher educators' school visit as well as their evaluation. Even our teacher educators are also instructed to keep a record of all the innovative activities that conducted by a student teacher during their internship. Whereas our prospective teacher educators are given the chance of observing the schools and our own student teachers and maintain the record during their field immersion visits and they were provided the chance of teaching student teachers at teacher education institution through their internship

of teaching 12 classes for student teachers of teacher educational institution

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)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
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	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded

Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
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

7

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

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

Nil

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
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

Professional updating of teachers create awareness about new issues in the field of education and it ultimately helps in enhancing the creativity of prospective teachers and teacher educators as they learn different and innovative methods of teaching through the curriculum. In Bishop Agniswamy College of Education, we regularly conduct lots of innovative programs to keep the faculties updated professionally. Our faculties visit other institutions and share the information on current development and issue in education as well as the new policies and regulations with regard to education. At the same time, we provide interactions of experts to our students to aware on current development and issue in education. Along with this, we conduct a group discussion among prospective teachers and teacher educators as they think about the social issues and present it through the cultural activities on current developments and issues of the society. It helps to realize areas of strength and areas that need attention for growth of the society as well as ware their teaching learning in the society.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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

Prospective teachers and teacher educators at Bishop Agniswamy College of Education are constantly engaged in (CIE) continuous internal evaluation, which improves prospective teachers and teacher educators' subject knowledge, general awareness, oratory and vocabulary skills, social awareness, and other skills. These skills are evaluated through group discussion, seminars, assignments; attendance, unit tests and the marks are awarded based on participation and performance. It encourages prospective teachers and teacher educators to share their ideas and expertise, which helps to motivate them and improve their knowledge. Evaluations based on the college activities and its outcomes are considered by the college to represent the internal marks for the prospective teachers and teacher educators in their university examination.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded

Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

Bishop Agniswamy College of Education has a well-organized mechanism for redressing the grievances of the examination. The prospective teacher and teacher educator can approach the Teacher educators, College Examination staff in charge and Principal to redress their grievance related to their internal marks in the examination. The prospective teacher and teacher educators have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and faculty in-charge of exam keeps an eye on the overall procedure by conducting the periodical meeting after the consecutive exam for the internal marks. But the prospective teacher and teacher educator are assessed by the university through final examination. For the final examination of prospective teacher and teacher educator, college provides all the supports and arrangements for attending the examinations. After the declaration of final exam results, If any prospective teacher and teacher educator feels that their marks given to them in any paper are not justified, then he or she shall apply for the revaluation by remitting fees to the TNTEU through proper guidelines. The prospective teacher and teacher educators should apply these procedures within ten days after declaration of the result by the university. For the revaluation, University appoints subject expert other than the previous assessor and if there is change in the external marks, it is corrected by examination committee of the university then it will be intimated to the candidate and the College after its final revaluation result by the university.

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.

Before the commencement of every academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teacher educators and our students should know all the activities regarding the continuous internal evaluation

process and it is also displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, assignments, unit tests and class tests. The review of internal assessment is taken by the Principal regularly through staff meeting. For the implementation of the Internal Assessment Process, Examination committee is formed at the college level which monitors the overall internal assessment process. The examination committee sends the information to the parents through optional teachers about the students who are appearing for the university examination after receiving the enrolled list of the students' by the University. The record of internal assessment is maintained by the college level on the basis of university guidelines. In addition, practical examination and its evaluation as well as its remuneration for the external examiners were given as per guidelines of the TNTEU. The remuneration and its expenses are internally and externally audited and maintained by the college.

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.

Our college programme learning and course learning outcome reflect vision, mission, goals and motto, that is "ARISE AND SHINE" The institution aims at build socially committed contemporary teachers. For the purpose the institution organizes variety of learning experience that stimulates the diversity of student teachers and teacher educators. These activities are planned on the basis of PLO and CLO; some activities are Daily Assembly, Yoga Practice, Sports Activities, Cultural Activities, Communication Skill Development Programmes, ICT Programmes, Seminars, Workshops, Fine Arts activities for the development of better society and nature. Institution provides experience about inclusiveness and Gender Neutrality among student teachers and teacher educators. The Institution organized action research series about different problem in Indian school system. It will help the student teachers and teacher educators to realize the present school scenario through PLO and CLO.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
Result sheet for each year received from the Affiliating University	No File Uploaded

Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
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

Our institution conducted variety of assessment programme for the attainment of PLO and CLO. Some programmes are given below;

Assimilate positive attitude towards teaching profession and their duties towards the Society

- Self-reflection
- Participant observation
- Peer observation and critical evaluation

Develop the capacity to address the learning needs of all children including marginalized and disabled

- Organizing competency
- Meta cognitive strengthening
- Enhance confidential level of students

Become intellectually competent, emotionally balanced, culturally refined, spiritually mature, physically healthy, vocationally productive and self-sufficient with professional excellence and competent communication in the society.

- Reduce stage fear and improved social intelligence
- Progressive improvement in multiple intelligence
- Leadership and management skills
- Develop EQ and SQ

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
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

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	No File Uploaded
Record of student-wise / programme-wise / semester-wise internal	No File

assessment of students during the year	Uploaded
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.

Our institution conducted an entry level test for identifying the ability and inability of student teachers at the beginning level. This test at the beginning level the test identifying there are some problems in knowledge in English, Folk, ICT and lack of proper communication in society. Focusing this problem, institution arrange several remedial programme for eradicate above mentioned problem. The programmes are Spoken English at entry level and beginning of academic year. It helps student teachers and teacher educators to become well expert for teaching with fluent English and good communication skills. For the purpose of eradicating second problem, The programme of Folk and Fine Arts as well as cultural activities at entry level and beginning of academic year. It will help student teachers and teacher educators to become expert in their Folk and Drama usage and also multitalented in their teaching. Apart from that focusing to the third problem, institution arranges several remedial programme to eradicate ICT technophobia. Here the programme of ICT based workshop at entry level at the beginning of academic year. It will help student teachers to become expert in their teaching at ICT enabled classroom. Finally for the purpose of eradicating fourth problem of communication with the society, institution conducts several socially related activities like, social survey, social service programmes, social awareness programmes, village survey, ecological pollution awareness, blood donation camp etc; will help the students to become developed with social communication.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://baceducation.org/demo1/>

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

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

0

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

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

Two of the above

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

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

Three of the above

ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

0

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
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

0	
File Description	Documents
Data as per Data Template	No File Uploaded
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

0	
File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0	
3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year	
0	

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

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

The college organizes a number of extension activities to promote institute - community neighborhood to sensitize the prospective teachers and teacher educators towards community needs. The prospective teachers and teacher educators of our college actively participate in social service activities leading to their overall development. The college runs club and associations and its activities effectively in developing the conscious and responsibilities for shaping our learners into a responsible citizen of the country. Here we provide awareness of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene awareness, Diet awareness, Road Safety, Tree Plantation, Plastic eradication, Voters awareness, Blood group detection, Health check -up camps, Blood donation camps, eye checkup camp, village survey etc. All these mentioned activities have positive impact on the prospective teachers and teacher educators and make them as developed student community through community relationship, leadership and self confidence one in the society. It also helped in cultivating multitalented personality and promoting the awareness of prospective teachers and teacher educators about the social issues and contributes to the community development.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	View File

List of teachers/students benefited by linkage - exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is well-developed and high-tech campus of 9.30 acres having two buildings with an administrative block for first year B.Ed and M.Ed. On which the ground floor has Principal's room, the

Secretary's room, College office with a Xerox facility. The other building is for second year B.Ed classrooms. Our college has 10 classrooms with spacious, well lighted and ventilated and also furnished with light, fans and electrical points with sufficient number of furniture, including all necessary facilities like lecture platforms, blackboard, bulletin boards, storage cabinet etc. The institution has a well maintained and furnished staffroom for male and female staff separately with proper seating arrangements provided with facilities like storage areas and wash room facility. We have a seminar hall having a capacity of 100 students and and two auditoriums with a seating capacity of 250 students and each are used effectively for the practice and performance of various social and cultural activities and formal an informal meetings related to the curriculum in practice. The campus is Wi-Fi enabled for the benefit of students and faculty. The college has a language lab cum computer-lab with 23 desktop computers with broadband facilities and with one laser printer. The college provides the students training in both the outdoor and indoor sports activities. The sports ground has 200 meter track. A table tennis table and other sports accessories are there as assets of the institution.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	https://baceducation.org/demo1/
Any other relevant information	No File Uploaded

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

1991403

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	View File
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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.

The library of our institution is partially automated with InfoLibrary Software 13.0 (Custom Made) with Visual Basic (VB) as the front end and Structured Query Language (SQL) as the back end for storing the database. The year of automation is 2010. We follows Open Access System. The functions like acquisition, circulation and cataloguing are all done in our library. The various modules that we use in our library software and their respective functions are as follows,

- Master : Over all control of the software and its tasks
- Accession Register: Adding, Editing and Deleting books, thesis and periodicals can be done
- Member: Registration of new members, member promotion and calculating fine amount can be done.
- Circulation: The issue of books, renewal and return can be entered.
- Year-End Process: Stock Verification is done year-wise.
- OPAC: Books can be searched by title, author, edition, year, subject, etc.
- Reports: Various reports can be created. Books, Thesis, Periodicals, Back Volume details can be created and can be downloaded in excel or portable document format. Issue Details and Return details can be retrieved.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://baceducation.org/demo1/
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 College is furnished with a well-equipped computerized library for the benefit of the students. Each student is expected to cultivate constant reading habit which is an effective way to keep abreast of knowledge. Strict silence is observed in the Library Reading Room so as to provide a fitting atmosphere for reading and research. Our College library has two computers with internet facility. Student-teachers and Staff can access it and browse the following e-resources

- 90 Educational CDs which are available in our library

- Books and journals available in digital format in the computer. It includes Indian Educational review, Indian Journal of Educational Technology, Primary Teacher, School Science and many more
- Various online resources like DOAJ, DOAB, NDL (National Digital Library), etc
- The student-teachers and the staff members can use the OPAC facility of our library. They can browse and locate the needed books and journals.

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

Two of the above

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

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

0

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	No File Uploaded
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

27

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	https://baceducation.org/demo1/
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

Three 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

The institution has an up-to-date computer facility with a view to help our learners keep pace with the advancements in the field of ICT. The institution has a fully equipped computer lab with 23 Intel Pentium IV PCs with broadband internet facilities (Wi-Fi Technology inside the Campus) and with one Laser Printer. There are 34 computers in the college; three at office; one at principal's room, three at library, two at research room and remaining two systems at seminar hall for students and staff including all latest educational software including video editing suite and data analysis software. The computer systems in the computer laboratory are connected network with Ethernet and wireless LAN technology with speed of 100 Mbps. All computer lab systems are connected with Broadband net facility with highly secure client server networking. Regarding educational technology; we have the facilities of radio, television, tape-recorder, video

player, bluray player, LCD projectors and computers and also good sound system to facilitate teaching. The students and staff are provided with computers to help them to keep pace with the advancement in on the IT field. Power point presentations are made by teacher educators for their classes and also by the students for their paper presentations.. There is an air conditioned cum computer lab fully equipped with latest facilities. The computer lab is open from 9.30 am to 4.00 pm. FDP training programmes are arranged for the staff and students from time to time in computer operations.

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

4.3.2 - Student - Computer ratio during the academic year

5:1

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

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

D. 50 MBPS - 250MBPS

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://baceducation.org/demo1/
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://baceducation.org/demo1/

Any other relevant information	No File Uploaded
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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)

Nil

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

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

The College ensures regular maintenance and upkeep of all infrastructural facilities. Maintenance is arranged with proper technicians as it needed. IT machines and software are continuously upgraded to ensure according to the market relevance. Principal along with teachers, IQAC and other committees draw standards of Procedure and guidelines for overall development of College and accordingly frame policies based on guidelines of UGC. Different committees for maintenance are

1. Admission Committee - Admission Committee with senior faculty members nominated as member of the committee by principal. This committee meets to discuss the admission of the students.
2. Library Advisory Committee - The library has advisory committee with a Librarian as convener and faculty members nominated as member of the committee by principal. This committee meets to discuss the function, requirements, utilization of resources, distribution of funds and other matter pertaining to the library
3. Time Table Committee - The time table committee includes all representatives of all the Departments and is created in a manner to accommodate the needs and requirements for teaching various subjects so that the facilities are utilized to optimum level.
4. Infrastructural Guidelines and policies - Class representatives have to report any breakages or non-functioning of instruments from the laboratory; computer laboratory or physical education goods to the concerned authority. Students are required to use furniture and fixtures in a responsible manner.

File Description	Documents
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Appropriate link(s) on the institutional website	https://baceducation.org/demo1/
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

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
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

C. Any 2 of the above

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

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
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)

Two 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	No File Uploaded
Report of the Placement Cell	No File Uploaded
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
19	102

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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).

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

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

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
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

Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees with the objective of inculcating the qualities of leadership, organization and responsibility in the students, an active. 12 Students have been nominated for the Academic Council on the basis

of pedagogical departments. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one male and one female student to represent each class and two regular meetings are conducted in an academic year to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. The functions of the Students Council are to make suggestions to the appropriate authorities with regard to the programmes of studies, student's welfare and other matters related to curricular and co-curricular activities of the academic year. Such suggestions are made on the basis of consensus of opinion of the CR meetings play a major role to assess teaching, learning and support services provided to the students by the Institution. Principal and staff in charge of student council monitor the functioning and effectiveness of the CR system.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

Our Alumni Association aimed is a back bone of our college activities. They were present every encouragement of academic activity in our college. Our alumni association general body is conducting every 2nd Saturday of May every year. They were

contributing suggestions and betterment for college, if necessary. Due to Covid - 19, our alumni association general body is not conducted for the academic year.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
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 activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
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	No File Uploaded
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

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and special talents of the learners by providing the

prize for the co-curricular activities. Apart from that they are nurturing our students for the invited talk; short lectures on academic activities. Even our alumni members give the career guidance and interview skills to the fresher. Apart from these, our alumni members refer our college students for the campus interviews and placement of teachers for abroad.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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.

The governance of the institution is reflective of an effective leadership and participatory mechanism with the motto of 'Arise and Shine" and also the vision to promote the goodness of marginalized students from poor background. Apart from these of our leadership is decentralized and participative management in various administrative and academic activities is followed at different levels for effective implementation considering the standard operating procedures, policies, regulations and guidelines. Through all these activities we envision to empower the learners through quality teacher education and research to become great teachers with excellent knowledge, expert skills and right attitude to contribute to the society. For this we commit ourselves to provide our students with excellent teacher education to learn live and teach, to generate new knowledge by engaging in meaningful educational research and training and develop human potential to its fullest extent so that intellectually capable and imaginatively gifted learners can emerge in the fields of education.

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	No File Uploaded
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

Institution practices decentralization and participative management in various administrative and academic activities is followed at different levels for effective implementation considering the standard operating procedures, policies, regulations and guidelines. The management of the institution is well planned and structured one dictates the structure in pursuit of the stated goals and objectives of the organization. The institutional structure determines how resources for the welfare activities of the institution. In decentralisation involves with the activity plan for the academic year by conduction of academic activities. All faculty members are assigned with various committee charges such as festival celebrations, club activities, day celebrations, community living-camp, Examinations, timetable preparations, teaching practice, maintenance of discipline, enhancing professional capacities and so on. Through all the academic activities, we envision to empower the learners through quality teacher education and research to become great teachers with excellent knowledge, expert skills and right attitude to contribute to the society.

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.

The institution maintains transparency in its financial, academic, and administrative and other functions by proper budgeting and optimum utilization of finance as well as mobilization for the welfare of our learners. For the financial maintenance, college plans the academic activities by taking the requirements of the budgeting for maintenance of the campus at the end of academic year and plans the requirements of the financial assistance before reopening of the college through academic meeting. The income and expenditure of the institution are subjected to regular internal and external auditing in every academic year. These requirements and auditing reports are represented to the Board of Governing for its approval of allocating fund for the academic resources. Even the established procedures and processes for planning and allocation of financial resources were ensured to financial management of the institution based on regular auditing reports and requirements of the academic year by the board of governing.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded

Any other relevant information	No File Uploaded
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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

Every year is unique in identifying the gaps in the previous year's deployed strategies implemented upon the feedback analysis from the students. This institution keeps alive both the versions of older strategies till it is renewed and planned to foresee the changes keeping in mind the new students adapt themselves to the new shift of knowledge. One of the activities focused on the capacity development among the teachers' are identification of the challenges in the pedagogical practices and evolve new models of teaching. The previous models and methods of teaching are implemented and experimented during internship before institutionalizing them as innovative models. The new models introduced are a combination of video lessons as a component of teaching - learning process. In the previous years, the methodology instructors introduced blog designing. Now it is enhanced into an e-content for their teaching at the time of online class at the time of Covid-19. This is one of the unique practices, a proactive activity internalized, implemented and disseminated during the academic year 2020 - 2021 by all the pedagogical teaching.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://baceducation.org/demo1/
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.

Bishop Agniswamy College of Education is administered by the Diocese of Kottar which has an exclusive Board of Governing. Guidelines and Procedures are formulated by the College and get approval from the Board of Governing. The overall planning and development of the institution is done by the Board of Governing under the Presidentship of the Rev. Bishop of Kottar.

- Board of Governing has the Chairman, the Secretary, Bursar and Administrative Committee members consisting of experienced members of the Diocese of Kottar.
- The Secretary is the administrative head of the institution shouldering the responsibilities of administration, appointments and infrastructure.

- The Bursar is responsible for all financial matters. The Statutory Bodies are constituted and meetings are conducted as per guidelines of Diocese of Kottar abiding to the norms of UGC.
- The Board of Management nominates other academicians and experts in to these Bodies to strengthen the functioning of the College.
- The Principal is the academic head, ensuring the proper conduct of the entire academic, research and extension activities.
- The programmes, courses and activities are periodically evaluated by the College and reported in the appropriate Bodies for proper implementation.

File Description	Documents
Link to organogram on the institutional website	https://baceducation.org/demo1/
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
Annual e-governance report	No File Uploaded
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.

Bishop Agniswamy College of Education is administered by the Diocese of Kottar have different clubs and associations as well as committees and cell to provide student supportive education as well as community supportive citizens of the nation. Various bodies / cells / committees of the following are Student Council ; Exam Committee; Academic Committee; Discipline Committee; Admission Committee; Anti Ragging Committee; Sexual Harassment

Cell; Grievance and Suggestion Cell; Career Guidance and Placement Cell; Alumni Association; Parents Teachers Association; Science Club; Mathematics Club; Blood Donors Club; History Club; Women's Club; Tamil Literary Club; English Literary Club; Fine Arts Club; Quiz Club; Consumer Club; Physical and Health Club; Social Service Club; Red Ribbon Club; Youth Red Cross Club and Library Club. These clubs and objectives for the academic year are planned and its minutes and its resolutions / decisions are implemented by the guidance of a teacher educator. Due to Covid 19; objectives of various bodies / cells / committees is evident through minutes of meetings and its inaugurations are done and it's not satisfactorily implemented.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
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

In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below: All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staffs for attending Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The College often funds the registration fee for the faculties who present papers in seminars and conferences. The college supports the endeavour of the teaching faculties for applying for Major and Minor Research Projects. Medical Leave & Maternity leave for eligible staff members. Internet and free Wi-Fi facilities are also available in campus for staff. All the faculty members who upgrade their research work through quality publications during the academic year are honored by management. At the time of superannuation, the financial matters of the teaching as well as non teaching staffs are settled by the College in a prompt manner. All non-teaching staffs are given with the festival bonuses annually and encouraged to pursue professional courses. The College provides financial support for this. The teaching and non teaching staffs get the benefit of Gratuity. In a nutshell, the Institution strives hard to keep our staff happy and healthy.

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
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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

0

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
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

0

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.

There is an Internal Performance Appraisal system for all its staff members headed by the Principal of the Institution. The Principal monitors and evaluates the performance of its entire staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course give an online feedback about all the teachers subject wise. In our institution modern ways are introduced for professional excellence. Along with curricular activities co-curricular activities were included the system. There are Grievance Redressal and Suggestion box placed at strategic locations in the campus where the students can express their query or concern about teachers which is also considered by the Principal. Feedbacks of the students are obtained from all students time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
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

Our college conducts the internal audit for the end of every month by the secretary. But the external audit is conducted at the end of each financial year the institution undertakes college accounts, which consists of various fund heads. The preparation of the internal and external audit is entrusted to a reputed Chartered Accountant firm. After the internal and external audit report is ready, it is placed before the Governing Body meeting. After acceptance of the report in the meeting it made transparent. Institution conducts internal audit on a continuous basis. The Internal audit assistants are stationed in the college office. Statutory Audit is conducted by Auditors appointed by the chairman. Thus our financial auditing mechanism is executed in our college.

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

0

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	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
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 institution is administered by the Governing Body following the best possible practices in the given working scenario. Our institution always ensures that the funds/resources are collected on timely basis and are utilized in the best possible way by ensuring judicious investments and restricting to budgeted expenditure. Our college functions under the authority of dioceses of kottar and dioceses took initiative to look after our financial mobilization. Even our fee collection as per norms of the TNTEU is done in a systematic way within a time frame. Students are informed about the time schedule through notifications in college assembly as well as pedagogical teacher educator in charge of the class. After collection of funds, the surplus is invested in fixed deposits of varied tenures. All purchases are made after inviting requisite number of quotations and their proper scrutiny. All the expenditures are checked and approved by office bearers and authorities. Internal checks and controls are very much in place which ensures transparency in financial resource management. The resources are carefully allocated to meet overall administrative requirements including recruitment of staff as and when required, infrastructural upgrading and maintenance, enhancement of teaching learning environment, faculty development etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
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 internal quality assurance systems of Bishop Agniswamy College of Education are Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions for academic and administrative planning leads the college towards quality assurance in the field of education.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
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.

Our IQAC is also monitoring authority of college teaching and learning activities. End of every academic year it reviews teaching and learning activities. If needed any changes in the teaching learning process of the institution, IQAC recommended to institution to make reliable changes in academic plan and calendar. The outcome of these discussions also added the changes in academic plan and calendar.

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

Nil

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

Any other relevant information	No File Uploaded
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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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://baceducation.org/demo1/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://baceducation.org/demo1/
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	No File Uploaded
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 stands for creating a positive attitude among sustainable living through energy conservation. For that purpose, institution conducts several series of activities to make a green campus. IQAC organize activities more helpful for developing positive attitude among sustainable living and innovative techniques of teaching in our college environment. In this way it is better to think about how save the energy, environmental pollution awareness conducting TET and NET coaching. Thus we have stepped towards quality education to our learners.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded

Any other relevant information	No File Uploaded
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INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution is dedicated to the cause of energy saving in all the possible ways. All electrical appliances are maintained judiciously and annually. The LCD, TV monitors and other appliances are switched off immediately after use. The students are sensitized to saving electricity and judiciously monitored in the campus. As the classes have adequate natural light and ventilation, the use of artificial lights and fans are minimised. The institution is dedicated to 'Green Campus' aiming to preserve social values and the planet with the following initiatives namely use of LED fittings for energy conservation and also attempts are made to tap renewable energy resources including solar energy, rain water harvesting etc. as much as possible.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

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.

Bishop Agiswamy College of Education has designed methods for the management of waste generated in the campus using the basic waste management strategy. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy. Even our college is promoting prospective teachers and teacher educators, so we instruct our students to prepare instructional materials from the waste materials. But our waste materials are reused based on the following types:

1. Solid waste Management - Solid waste includes both biodegradable and non-biodegradable components like paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc. 'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers. Food waste and non-biodegradable waste are collected in separate bins. Biodegradable waste is disposed of in dumping yards.
2. Liquid waste Management - As the college is located in rural un-sewered area; waste water and excess wastewater are used for gardening, watering trees etc.

3. E-waste Management - E-waste or electronic waste like obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed through vendors.

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

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	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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 institutional initiatives for greening the campus are as follows:

- Promote organic vegetable and food production by students and local community with the involvement of students and faculty.
- Strong focus on environment awareness through seminars on Environmental awareness on Pollutions and also Swachh Bharat Abhiyan, 2019.
- Green campus initiatives with focus on gardens, landscaping, plastic-free campus, zero-waste plan, paperless office and hygienic waste management practices and awareness campaigns.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
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	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

College incorporates ideas of stakeholder's before planning and execution. COVID-19 pandemic brought forth new challenges related to social connectivity and safety rules. Student teachers were involved with environmental changes, climatic imbalances, pandemic mental disturbances and social norms, vaccine drive and both offline and online, resulted in leveraging the local environmental issues and resolving concerns in the neighborhood/ society. Expertise from international, national and local levels are involved to create resources through online meetings/webinars. As our institution is promoting the teaching profession for the student teachers, we insist our students and their society members to follow the following qualities;

1. Maintain the quality of the resources for better health
2. Optimal use of all natural resources and avoid wastage
3. Inculcate environmental consciousness among the stake holders
4. Adoption of Green environmental practices to improve greenery community.

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

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

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
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	No File Uploaded
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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

1. International Online Webinar on Covid - 19 Awareness
2. Online Workshop on E-content Preparation
3. Online Club & Association Inauguration
4. Online National Festival Inauguration

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

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 institution constantly thrives to achieve its stated vision and mission through distinctive approaches and innovative strategies. The vision of Bishop Agniswamy College of Education is to give shape to the society whose life breath is human excellence. It strives to produce committed and enlightened service-oriented agents to educate the downtrodden, the poor and the marginalized, who in turn will arise and shine, spreading the rays of God's wisdom and knowledge in every nook and corner of this world at large. So we provide preferential option for the poor at the admission At the academic activities; we provide our learners with Intensive and extensive teaching practice and Life orientation programmes; Exposure to social realities with all Action - Reflection approach; Conducting special sessions with the help of experts. We are providing special coaching for communication skills and spoken English and also utilizing modern technology like audio visual and language laboratories for our teaching and learning. We are promoting Retreats, reflection programmes; meditation and yoga; Sports activities apart from the curricular and extra-curricular activities. Finally as per NPE 2020, we provide the multicultural awareness by celebrating national festivals and also providing field trips and national educational tour. Webinars on various subject oriented, environmental and health concerned topics is conducted for students to bridge the gap in their academic learning keeping them updated with educational and social perspectives. Institution always practices intensive and inclusive improvisation strategies according to the needs of students to facilitate their academic progress.

File Description	Documents
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Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded