

Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution: CHRIST COLLEGE, P.B.No.7, Anand Nagar, Bhopal-462021. Madhya Pradesh.

2. Website URL: www.christbhopal.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Fr.John Ollukaran	0755- 2750480	0755- 2681090	jollukaran@gmail. com
Vice-Principal Prof.Dr.K.J.Rama phani(HOD)	0755- 2750480	0755- 2681090	kjrphani@rediffmail. com
Self - appraisal Co-ordinator Fr.Johnson S.V.	0755- 2750480	0755- 2681090	frjohnsonk@rediffmail. com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Fr.John Ollukaran	0755- 2750538	9827051090
Vice-Principal Prof. Dr.K.J.Ramaphani (HOD)	0755- 3201954	9754701150
Self - appraisal Co-ordinator Fr. Johnson S.V	0755- 2750538	9425691997

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2001

8. University/Board to which the institution is affiliated:

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

	MM	YYYY
2f	---	---

Month & Year

	MM	YYYY
12B	---	---

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Under Graduate					

		B. Ed	50% in U.G	Degree	1 Year	English/Hindi
ii)	Post Graduate					
		M. Ed	55% in B.Ed	Degree	1 Year	English/Hindi

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Under Graduate	B.Ed	WRC/5-6/APWO1153/223222/68/2004/4488 dated 27.4.06	Permanent	100
Post Graduate	M.Ed	WRC/APWO8215/225164/140 th /2010/77737 dated 19/26.04.2011	Permanent	35

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	
2. Does the institution offer self-financed programme(s)?	Yes	✓	No	
If yes,				
a) How many programmes?	2			
b) Fee charged per programme	25,000/- for B.Ed. 50,000/- for M.Ed.			
3. Are there programmes with semester system	No			
4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?	Yes		No	✓
If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.				

5. Number of methods/elective options (programme wise)	Core- 04 Elective- 02 Optional - 01			
B.Ed.				
M.Ed. (Full Time)	Core - 03 Optional - 02			

6. Are there Programmes offered in modular form

Yes		No	✓
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Numbe	-----
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Numbe	2
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Numbe	10
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

3 - 5 Years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	✓	No	
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Number	1- M.Ed.
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes		No	✓
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Number	-----
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes

No

14. Does the institution encourage the faculty to prepare course outlines?

Yes

No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(B. Ed Admission through centralized counseling conducted by Department of Higher Education, Government of M.P., for M.Ed. Admission the institution follows merit, test and interview with following weightage: (1).Qualifying exam mark (B. Ed)-50% (2.) Interview-30% (3.) Entrance Test-10% (4). Contribution to Education- 10%)

2. Furnish the following information (for the previous academic year):

As per Govt. Directives

a) Date of start of the academic year

B. Ed-
02/02/2012

b) Date of last admission

B.Ed-
22/02/2012

c) Date of closing of the academic year

B.Ed-
20/11/2012

d) Total teaching days

190

e) Total working days

230

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	---	--	--	---
B.Ed.	23	77	100	14	64	78	09	13	22
M.Ed. (Full Time)	12	23	35	08	20	28	06	01	07
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

45839.88

b) Unit cost including salary component

59930.50

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	81.25%	51.1%	75.23%	50.72%
M.Ed. (Full Time)	90.4%	62%	72.1%	61.3%
M.Ed. (Part Time)	--	--	---	---

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes No

Introduced from the present session.

8. Does the institution develop its academic calendar?

Yes No

Academic Calendar is issued by Dept. of Higher education M.P. on the basis of it the college prepares the academic planner.

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	---	---	---
B.Ed.	70%	10%	20%
M.Ed. (Full Time)	70%	---	30%
M.Ed. (Part Time)	---	---	---

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

3	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student

Micro Plan - 20	Macro Plan - 05
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11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	2
---	---

b) Total number of practice teaching days

2	0
---	---

c) Minimum number of practice teaching lessons given by each student

4	0
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations? Any (1) One subject of their preference.

No. of Lessons In simulation	20 Micro	No. of Lessons Pre-practice teaching	5 Macro Plan
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	---	---
B.Ed.	10%	90%
M.Ed. (Full Time)	25%	75%
M.Ed. (Part Time)	---	---

16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	--	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
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Number	04
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19. Does the institution offer computer science as a subject?

Yes		No	✓
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	04
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Percentage	36.3%
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2. Does the Institution have ongoing research projects?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, provide the following details on the ongoing research projects

Funding Agency	Amount(Rs.)	Duration(Years)	Collaboration, if any
-----	-----	-----	-----

3. Number of completed research projects during last three years.

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

▪ Teachers are given study leave	<input checked="" type="checkbox"/>
▪ Teachers are provided with seed money	-----
▪ Adjustment in teaching schedule	<input checked="" type="checkbox"/>
▪ Providing secretarial support and other facilities	<input checked="" type="checkbox"/>
▪ Any other specify and indicate	-----

5. Does the institution provide financial support to research scholars?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		06
National journals – Referred papers			03
Non referred papers	✓		13
Academic articles in reputed magazines/news papers	✓		60
Books	✓		02
Any other (specify and indicate)		✓	

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
-----	---	----	--

Number	09
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	31	35
International seminars	15	----
Any other academic forum	----	----

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	
Question bank	✓

Any other (specify and indicate)

12. Does the institution have a designated person for extension activities?

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes

No

14. Are there any other outreach programmes provided by the institution?

Yes

No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

01

16. Does the institution provide consultancy services?

Yes

No

Teacher interviews, evaluation of the institutions,

In case of paid consultancy what is the net amount generated during last three years.

Voluntary Service

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	14
State level	08
National level	05
International level	01

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2363.02

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab (Social Science) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

46

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

49470/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

3365/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

18999/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

1,30,000/-

8. Has the institution developed computer-aided learning packages?

Yes No

9. Total number of posts sanctioned Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching	5	9	--	--
Non-teaching	4	4	--	--

10. Total number of posts vacant Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers Open Reserved (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	2	7	--	--
Readers	1	--	--	--
Professors	--	1	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	2	1	--	--
Readers	--	--	--	--
Professors	--	--	--	--

c. Number of teachers from	Same state	14
	Other states	----

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	--
B.Ed.	1:7
M.Ed. (Full Time)	1:7
M.Ed. (Part Time)	--

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		M	F	M	F
		4	4	---	--
Temporary		M	F	M	F
		----	--	----	--

b. Technical Assistants

Permanent		M	F	M	F
		1	--	--	--
Temporary		M	F	M	F
		----	--	---	--

14. Ratio of Teaching - non-teaching staff

7:4

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

30.7%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days	8 Hours
On holidays	2 Hours as per
During examinations	8 Hours

18. Does the library have an Open access facility

Yes		No	✓
-----	--	----	---

19. Total collection of the following in the library

a. Books	5392
- Textbooks	5028
- Reference books	364
b. Magazines	30
e. Journals subscribed	16
- Indian journals	15
- Foreign journals	01
f. Peer reviewed journals	-----
g. Back volumes of journals	1103
h. E-information resources	
- Online journals/e-journals	01
- CDs/ DVDs	224
- Databases	57
- Video Cassettes	75
- Audio Cassettes	74

20. Mention the

Total carpet area of the Library (in sq.mts.)	76.93
Seating capacity of the Reading room	20

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day	20/12
Maximum numbers of days books are permitted to be retained	
by students	10 Days
by faculty	10 Days
Maximum number of books permitted for issue	
for students	02
for faculty	04
Average number of users who visited/consulted per month	125
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled.	37:1

25. What is the percentage of library budget in relation to total budget of the institution

2.52 %

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2009-10		2010-11		2011-12	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	1003	1,08,631/-	86	28,917/-	115	27,988/-
Other books	-----	-----	20	1750/-	-----	-----
Journals/ Periodicals	-----	-----	4	3825/-	05	3,945/-
Any others specify and indicate	-----	-----	-----	-----	-----	-----

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2009-10	2010-11	2011-12
D.Ed.	---	---	---
B.Ed.	02	03	06
M.Ed. (Full Time)	-----	02	-----
M.Ed. (Part Time)	-----	-----	-----

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

10 students per Teacher

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			PG(M.Ed.)		
	I	II	III	I	II	III
	09-10	10-11	11-12	09-10	10-11	11-12
Pass percentage	90.6%	96.9%	100%	-----	74.2%	94.2%
Number of first	43	68	70	-----	26	33

classes						
Number of distinctions	01	02	02	-----	12	10
Exemplary performances (Gold Medal and university ranks)	-----	-----	-----	-----	1 st , 2 nd and 5 th University Rank	-----

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2009-	2010-	2011-
NET	-----	01	-----
SLET/SET	-----	-----	-----
Any other (CTET)	-----	02	01

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2009-10	2010-11	2011-12
Merit Scholarship	-----	-----	-----
Merit-cum-means scholarship	-----	-----	-----
Fee concession	-----	14	02
Loan facilities	-----	-----	-----
Any other (Govt. Scholarship of Tribal Welfare Dept.)	25	15	32

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
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9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
Non-teaching staff	Yes		No	✓

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	
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If yes, number of students residing in hostels

Men	0
Women	0

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		02
Inter-university		✓			✓	
National		✓			✓	
Any other (Intra-College)	✓		08		✓	

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-----	-----
Regional	-----	-----
National	-----	-----
International	-----	-----

18. Does the institution have an active Alumni Association?

Yes	✓	No	
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If yes, give the year of establishment

19 February

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2009-10 (%)	2010-11 (%)	2011-12 (%)
Higher studies	16.8	3.03	03
Employment (Total)	64.94	70.71	54
Teaching	62.35	65.65	54
Non teaching	2.59	5.06	--

23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years?

2009-10	2010-11	2011-12
08	07	08

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Once in a Year.
Staff council	Every Month.
IQAC/or any other similar body/committee	Twice a Year.
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Governing Body of CMI Seva Sangh.- Once a Year. CMI Education Board - Twice a Year.

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	
Medical assistance	Yes		No	✓
Insurance	Yes		No	✓
Other (specify and indicate)	Yes		No	

4. Number of career development programmes made available for non-teaching staff during the last three years

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5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized Organization.

05

b. Number of teachers who were sponsored for professional development programmes by the institution

National

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International

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-----	----	-----

c. Number of faculty development programmes organized by the Institution:

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d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

0	0	4
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e. Research development programmes attended by the faculty

0	0	2
---	---	---

f. Invited/endowment lectures at the institution

0	0	8
---	---	---

Any other areas (specify the programme and indicate)

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6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
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e. Any other (specify and indicate)

Yes		No	✓
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7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

2 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	-----
Fees	33, 90,050/-
Donation	-----
Self-funded courses	-----
Any other (specify and indicate)	-----

9. Expenditure statement (for last two years)

	2010-11	2011-12
Total sanctioned Budget	3521250	4492700
% spent on the salary of faculty	17.85	28.18
% spent on the salary of non-teaching employees	16.53	14.16
% spent on books and journals	1.00	2.32
% spent on developmental activities (expansion of building)	---	14.93
% spent on telephone, electricity and water	0.99	1.59
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.77	0.65
% spent on maintenance of equipment, teaching aids, contingency etc.	2.94	3.47
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.24	4.71
% spent on travel	0.02	10.76
Any other	7.27	12.50
Total expenditure incurred	48.60%	92.72%

Since there was a zero year the institution didn't receive any income through fee collection. During such eventualities the management takes over the required maintenance of the Institution. During the year 2010-11 the management incurred the amount some of the expenses including fee concession.

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
09-10	28, 90,856/-	-----
10-11	180,990/-	-----
11-12	3, 27,261/-	-----

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes

No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes

No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

b) for students

c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

3. What is the percentage of the following student categories in the institution?

B.Ed.

S.No.	Year Category	2009-10				2010-11				2011-12			
		Men	%	Women	%	Men	%	Women	%	Men	%	Women	%
A	SC	1	1.29	1	1.29	6	6.1	10	10.1	2	2	4	4
B	ST	-----	----	1	1.29	2	2.02	2	2.02	-----	----	3	3
C	OBC	9	11.7	12	15.58	11	11.11	13	13.13	8	8	23	23
D	Physically Challenged	-----	-----	-----	----	-----	-----	-----	----	-----	-----	-----	-----
E	General	19	24.6	34	44.2	16	16.2	39	39.39	14	14	46	46
F	Rural	---	----	-----	----	-----	----	-----	-----	-----	----	-----	----
G	Urban	30	38.96	47	61.04	35	35.35	64	64.65	24	24	76	76
H	Any Other (other state)	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

M.Ed.

Year		2009-10				2010-11				2011-12			
S.No.	Category	Men	%	Women	%	Men	%	Women	%	Men	%	Women	%
A	SC	----	--	-----	----	----	----	----	----	---	---	-----	---
B	ST	----	--	-----	----	----	---	1	2.85	----	----	1	3
C	OBC	----	--	-----	----	----	---	7	20	----	----	7	20
D	Physically Challenged	----	--	-----	----	----	---	-----	----	----	----	-----	--
E	General	----	--	-----	----	15	42.8	12	34.3	14	40	13	37
F	Rural	----	--	-----	----	---	---	---	---	-----	----	-----	---
G	Urban	----	--	-----	----	15	42.8	20	57.2	14	40	21	60
H	Any Other	-----	--	-----	----	----	---	-----	----	----	--	-----	--

4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-----	----	-----	----
b	ST	-----	----	1	12.5
c	OBC	01	9.1	2	25
d	Women	08	72.73	4	50
e	Physically challenged	----		-----	----
f	General Category	10	90.90	5	62.5
g	Any other (Male)	03	27.27	4	50

	Category	Teaching staff (Temporary)	%
a	SC	-----	----
b	ST	-----	----
c	OBC	-----	----
d	Women	01	33.33
e	Physically challenged	----	----
f	General Category	03	100
g	Any other (Male)	02	66.67

5. What is the percentage incremental academic growth of the students for the last two batches?

B.Ed

Category	At Admission		On completion of the course	
	2010-11	2011-12	2010-11	2011-12
SC	50.63	53.92	62.65	59.66
ST	55.22	57.81	64.73	62.4
OBC	59.61	58.64	63.54	62.80
Physically challenged	----	-----	-----	----
General Category	60.95	59.55	63.30	63.46
Rural	----	----	----	----
Urban	58.46	58.57	63.30	63.46
Any other	----	----	----	----

M.Ed.

Category	At Admission		On completion of the course	
	2010-11	2011-12	2010-11	2011-12
SC	----	----	----	----
ST	68.67	61.3	68.42	67.28
OBC	64.15	68.04	72.42	70.27
Physically challenged	----	----	----	----
General Category	67.61	71.11	71.09	72.91
Rural	----	----	----	----
Urban	67.44	69.69	71.09	71.78
Any other (specify)	----	----	----	----

Part II: Evaluative Report

A: Executive Summary

Criterion I: Curricular Aspect

Curriculum design and Development

Barkatullah University (Bhopal) is responsible for the curriculum design and its development. At the institutional level informal feedback in curricular aspects is obtained from Academic Peers, Alumni, students and Employees. Formal feedback from students is introduced from this year. The objectives vision/mission of Institution is in consonance with that of University NCTE/State regulation bodies.

Aims and Objectives

Through Christ College, We envisage to form the future teachers, leaders and citizens who are intellectually competent, spiritually mature, morally upright, psychologically integrated, physically healthy, emotionally balanced and socially acceptable, who will champion the cause of justice, love, truth and peace and who are ever open to further growth. We also aspire towards creating a just and human society where dignity of the human person is upheld, where unjust social structures are challenged, where our cultural heritage of "Ahimsa", religious and communal harmony and national integration is nurtured , and where the poor and the marginalized are specially taken care of . The well-groomed teachers who are living in the portal of this temple of learning are moulded to decipher the unique potential of an authentic enterprising teacher and possess the passion to impart imaginative, innovative and hands-on education to carve out a promising future of the students whom they have to mould in various educational institutions where they have to serve.

Academic Flexibility

Institution attempts to provide experiences to the student teachers so that learning and teaching become a reflective process. Student teachers are trained in microteaching Skills,

simulated teaching, ICT Training and discussion lessons using modern teaching aids such as overhead projector, multimedia projectors, slides, Power point and Smart Classes followed by its use in practice teaching schools.

Institution provides for adequate academic flexibility and scope in operational curriculum for providing varied learning experiences to the student teachers both in the campus and in the field. Regular class room teaching is supported with tutorials, case studies, seminars, group discussion, assignment presentation, role play exercises, educational tour to local educational & historical places, field studies, project and dissertation work and 3-4 weeks practice teaching in schools. Besides this coaching in Physical Training, communication skill programmes, Yoga workshops and nutrition awareness programmes are regularly conducted at the Institution.

Feedback on curriculum

Institution encourages feed backs and communication from student teachers, Alumni, Employers, Community, Academic peer and other stakeholders with reference to curriculum. Suggestions from various stakeholders with reference to curriculum are obtained both formally and informally through feedback forms and discussion/meetings. Institution has no member on Board of studies of university for curriculum development. Institution sends timely suggestions and feed back to university informally.

Curriculum update

No major curriculum revision has been done during last five years by University. However, the university has evolved a well defined system of designing and updating the courses curriculum for various courses with active participation of academicians. Experts and Academicians constitute Board of studies (BOS) at university level who finalize and update the course curriculum in an academic programme through Academic Council of University.

Criterion II: Teaching Learning and Evaluation

Admission Process and Student Profile

Under the policy of the State Government, the Department of Higher Education conducts state level online counselling for B.Ed. and then direct admission is given. For M.Ed., the college has formulated the admission policy and procedure as per government norms and rules. The college of education has to abide by the determined admission criteria of the government and the university.

Catering to Diverse Needs

The college follows the academic calendar issued by the department of Higher Education, Govt. of M.P. and makes a planner and the time table accordingly. College begins at 11:30 AM and continues up to 5:30 PM. Home assignments are given weekly and monthly. Teacher educators update the knowledge and skills to be used in the classroom utilizing various resources available including internet.

Teaching Learning Process

It can be said that teacher educators are able to create ideal situation of teaching and learning by using simulation, role-playing, group discussion, heuristic method to make the learning attractive and interesting. Teaching is student centred. The students are motivated to learn and acquire the sufficient knowledge through the processes of participation and involvement. The pupil teachers are able to develop skills of teaching by participating in microteaching divided into small groups of 7-10 student teachers. Pupils are asked to deliver the lessons in the real classroom situation during internship in teaching in the participating schools.

Teacher Quality

The institution has taken good effort to provide a complete holistic and comprehensive experience of practice teaching under which students are able to experience practice teaching at Urban/Rural locations with Government/Private and Mission/Non-Mission management, Single-Gender/Co-Educational institutions ranging from some of the best Schools in the city to schools located in remote rural areas.

Evaluation Process and Reforms

Internal assessment, midterm assignments and term end evaluation are used to assess the students learning and achievements. The outcome is enough to chalk out the strategy of improving the process. They are informed about their performances after assessing their attainments to amendable improvement.

Criterion III: Research, Consultancy and Extension

Promotion of Research

Faculty members are encouraged to take up research projects individually on their own. A few faculty members have attended local, state level, national and international seminars organized by different educational agencies. Institution provides study leave, duty leave, working flexibility, secretarial support etc to encourage such academic growth and activities. Researches in the field of education are emphasised among the students of M.Ed. providing them up to date academic, infrastructure and learning resources with maximum exposure to the fieldwork under the guidance of experts.

Researches and Publication Output

The faculty of the institution is actively involved in publication work with credit of publication of books and research papers in journals of repute. The papers presented by the faculty members in different seminars and conferences are also published in their respective souvenir with the abstract.

Consultancy

The faculty members of the institution actively and voluntarily provide free of cost consultancy work on a non profit basis in the field of their expertise. The institution encourages such activities and provides support in such case.

Extension Activities

The institution is involved in extension activities through activities of social outreach programme, linkages with various

NGO's keeping in mind the maximum benefits it can provide to the society.

Collaboration

The institution has linkages with other institutions at local, state level, National Level as well as International Level. The linkages are utilised in teaching, training, research, consultancy, extension and placement activities.

Criterion IV: Infrastructure and Learning Resources

Physical Facilities

The Institution fulfils the norms established by the NCTE as far as the physical infrastructure is concerned. It has classrooms including method papers teaching rooms, resource centres for different subjects, multipurpose hall, and college library cum reading room, staff room, Principal room and office. Multi-purpose hall is available for organizing co-curricular activities and cultural programmes. Facilities for games and sports have been made available (both indoor and outdoor). The College uses the computer laboratory fully equipped with Internet and other modern facilities. Canteen is located in the Campus. Parking place and facilities for all types of vehicles have been earmarked in the Campus. Special care is taken to provide a barrier free environment and ramp entry to every floor is also provided.

Maintenance of Infrastructure

The institute does maintain the infrastructure like building, furniture, laboratory, equipment and computers on a regular basis by the Management. The campus is maintained with due concern for the environment. The lawns are covered with greenery.

Library as a Learning Resource

The institute has qualified librarian and library with sufficient number of books, text books journals, encyclopaedia, magazines, ICT resources as well as the reference books. The library resources are renewed time to time and required input is supplied in terms of books, journals, newspapers, etc. The library has the seating capacity of 24 members at a time. The library is

computerized. Library works from 9:00 AM to 5:30 PM and time is extended as and when required.

ICT as Learning Resource

The college has ICT facilities in the institution like well equipped computer lab, internet connectivity, LCD, OHP, Slide Projector video camera, still camera, writing tablet etc. and other related facilities.

Other Facilities

The college record various programmes organized such as Microteaching, delivering of lessons in the classrooms etc. Laboratories related to subjects and methods are also used during the instructional teaching or by the student teachers when they are free in the period or any other case as and when need arises.

Criterion V: Student Support and Progression

Students Progression

The members of academic staff are cohesive and create proper environment to organize perfect teaching and learning process. Pupil teachers are given assignments, projects and classroom assignments to promote their understanding and knowledge for better achievement. They are encouraged to appear in competitive examinations like CTET/SLET/NET etc. Curriculum completion is ensured even by taking extra classes. Formative evaluation is conducted to know the regular achievement of the pupil teacher through sessionals, presentations, assignments, class tests etc. Summative evaluation is organised at the end of course to assess the preparation of the students for the university examinations in form of Pre-University Exams. The evaluation helps the student to get ready any time for the final university examinations. The college organizes group/tutorial teaching to remedy the problems faced in the subjects by the students. Slow learners are highly benefited by the group/tutorial teaching. The faculty members render various guidance and counselling services. Weak and desirous students are helped, whenever they need. Various

committees have been constituted comprising the faculty members to provide students support and the services.

Student support

The Institution is very much prompt to create programmes for the student support services whenever possible. The institution follows a Teacher Mentor system where each teacher is designated with a group of students and a record of their personal and academic progress and condition is kept.

Student Activities

The college encourages the students to participate in the extracurricular activities including games and sports. Morning assembly is organized daily, where students representative share the thoughts of the day, reads important national and international news, shares views. Students take active part in organizing extracurricular activities like the Educational tours, Teachers day and National festivals. They take active part in campus beautification by designing and maintaining the college garden etc. They organize cultural programmes and such provision has been made in the time table and planner too.

Criterion VI: Governance and Leadership

Institutional Vision and Leadership

The college has defined its purpose, vision, mission and values for imparting instructional objectives at B.Ed. level. The pupil teachers and faculty join the morning assembly session together. Faculty is committed to the work and take leadership role in transaction of teaching and learning efficiently and effectively. The institution ensures that well-defined responsibilities are given to the individual faculty members based on their choice and ability so as they may complete and fulfil it accordingly. Feedback from students and faculty members are sought to revise and improve the strategy of teaching and learning and to organize various activities. The classroom teaching of the faculty members is observed and feedback regarding the teaching methods and processes adopted is shared for further improvement.

Organizational Arrangements

Several committees have been constituted with the faculty members such as grievance redressal cell, cultural committee, sports and games, library etc. headed by a secretary. Data received from various sources help in revising the technique and strategy to modify the action plan within the committees.

Strategy Developments and Deployment

The institution is a self-financed institution and fund is available centrally to accomplish and sustain any programme to its concluding end. In the beginning of the session a meeting of the faculty is convened by the Principal to plan out as what would be done and what resources will be needed to meet the need and demand of the teaching and learning processes.

Human Resource Management

Self Evaluation done at end of the year helps the college to assess the performance of the faculty and suggest improvement in teaching-learning programme. NCTE norms are followed in all appointments. The institution supports the professional and academic growth of the faculty. Adequate seating place is allotted to each faculty to carry on their activities related with research and academic work. Work is distributed to the faculty as per the UGC norms to work out professional and administrative activities like teaching, research, assignments and monitoring.

Financial Management and Resource Mobilization

The college/institute is self financed. Operational budget of the institution is adequate to meet day to day expenses.

Criterion VII: Innovative Practices

Internal Quality Assurance System

The goal and objectives of the course are to ensure better results. The mechanism is inbuilt. The faculty members maintain teacher's diary which is reviewed and evaluated by the Principal on monthly basis to keep track of the curriculum progress made by the faculty. Regular meeting of the faculty is organized to assess the development of the curriculum and related activities. Assignment and the project works are given to the students to

assess their grasp over the subjects/ course taught by the concerned teachers. Feedback for further improvement in quality teaching from students, senior faculty members and peer group is also in vogue within the institution.

Inclusive Practices

Activities and Programmes have been formulated in the curriculum as per the vision, mission and aims of the institution which envision inclusive education for all and thus cultivates proper condition for active engagement in learning and self-motivation.

Stakeholders Relationship

Open Dialogue is arranged between the stakeholders like teacher educators, Principal, students, management and related statutory agencies etc, to discuss the grievances or any other communication as and when required, ensuring qualitative improvement in teaching and learning.

B: Criterion Wise Inputs

Criterion I: Curricular Aspect

1.1 Curriculum Planning and Implementations

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives of the Institution:

Through Christ College, we envisage to form teachers, leaders and citizens who are intellectually competent, spiritually mature, morally upright, psychologically integrated, physically healthy and socially acceptable, who will champion the cause of justice, love, truth and peace and who are ever open to further growth. We also aspire towards creating a just and human society where dignity of the human person is upheld, where unjust social structures are challenged, where our cultural heritage of 'ahimsa', religious harmony and national integration is nurtured, and where the poor and the marginalized are specially taken care of. The well-groomed teachers who are leaving the portal of this temple of learning are moulded to decipher the unique potential of a child and possess the passion to impart imaginative, innovative and hands-on education to carve out a promising future to the students of various educational institutions.

The major considerations

- Intellectual development with independent critical and creative thinking of the students.

- Academic excellence through continuous evaluation in the form of sessional, assignment, Pre-University exam, presentations etc.
- Comprehensive Training through a detailed Microteaching Sessions, Macro Teaching, Simulated Teaching, Pre-Practice Teaching, and Practice Teaching.
- Providing Fee Concession to the needy students.
- Congenial Classroom atmosphere without barriers of caste, creed, religion or gender.
- Providing Yoga, Nutrition, coaching in Physical Education etc. workshops for a holistic development of the student.
- Constantly involving the students in social and environmental issues through activities and Social Outreach Programmes.
- Inculcation of values through daily Assembly Prayer session, Thought of the Day, seminar on Value Education and through the class room sessions.
- To make students proficient in Teaching Skills and apt in dealing with working situations through group discussions, presentations, role plays and communication skills.
- To enable the students to develop a cosmopolitan outlook, global understanding, scientific temper and research aptitude through internet facility, educational tours, interaction through guest lectures and in touch with alumni's and library resources.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The Institution being an Affiliated College follows a very well defined curriculum developed and designed by the affiliating Barkatullah University, Bhopal. The University provides modification from time to time after having discussion in its Board of Studies and Executive Council. Whenever the modification is made those changes are brought to the action. The institution has taken various steps in implementation of the curriculum through functioning of different committees. The Committees interact with various associated stakeholders for an effective Plan and Time Table for the session. The institution constantly interacts with the Board of Studies, Department of B.Ed., Dept of Continuing Education and Extension, Barkatullah University, Bhopal for its stake in better curriculum implementation.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The Global Trends in Teacher Education are met with following measures:

- The curriculum is imparted with the help of modern infrastructure facilities with availability of OHP, LCD Projector, Computer System, Smart Classes with interactive learning, Labs with latest materials, access to internet, communication through SMS, email and other online resources and employment of new and upcoming teaching methods to conduct effective and enhanced teaching experience catering to emerging need.
- Regular Academic Council/Staff meetings are conducted in which evaluation, monitoring the progress, problem solving and ensuring the effective teaching learning practices.
- Faculty is encouraged to use library, attend seminars (local, national as well as international) and workshops.

- Guest lectures by the eminent resource persons, faculty development programmes and other concerning resources are implemented to improve and update their knowledge.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

- ICT training and education through the use of Computer Lab, Smart Class training, Research Methodology, Data Collection, Analysis of Data and ET Lab.
- Programmes, Seminar are conducted on personality development and Value education. The college is very particular in developing the persona of the teacher trainees through every teaching learning activity. The college organised a national level seminar on Value Education with 60 paper presentations.
- Field Trips, educational tours, etc. for the students and staff to be more in touch with the latest environmental issues. Trips have been to places like Science centre, natural history museum, state museum, tribal museum and visits at places of historical and cultural importance like Sanchi, Islamnagar, Bhimbetka etc.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

The curriculum is provided by the University and its implementation is done through the functioning of various committees. ICT is used for the purpose. Besides students and staff is encouraged to use ICT in teaching aids, presentations, Smart Class, OHP, LCD, CD player, Internet etc. for quality output.

1.2 Academic Flexibility

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The institution attempts to provide a holistic approach while inducting them into the teaching process to make it more reflective. Teaching Practice is in three stages. First the detailed Micro Teaching Sessions that consists of skill demonstration with plan-teach and re-plan and re-teach sessions. Second stage is of Integration of Skills and Macro plan, Third stage when the Trainees are allotted School and Classes to perform their Lesson Plan and Observation Schedule. Once the teaching practice is over the trainees are given assignment to write detailed report on the functioning of their practice teaching schools and also a chance is given to student teacher to share their experiences with their peer group making the process more reflective.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The curriculum is designated by the affiliating Barkatullah University; however the institution provides adequate provision to the teachers to make their unit and year plan in accordance to the optimum utilization of time and allocated resources and to decide their teaching methods. Latest ICT facilities and updated library is provided to the staff.

1.2.3 Give value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

To improve various skills the institute organized Skill development classes through Language Lab, ICT Workshop for basic Computer and Smart Class training, Workshop on

Life Skills and Comprehensive Simulated Teaching Training for the students. Social responsibility and community orientation is sought through the Literacy Programme and Social Outreach Programme. The Institute has taken initiatives for the same through

- Guest lecture from experts of repute in the field from time to time.
- Seminars and Workshops of relevant and current topics to keep the students up with the latest trends.
- Training programmes for skill development as per professional requirement.
- Field and exposure visits are conducted to create awareness of the current professional scenario and need.
- Educational tours are organized to develop oneness with the cultural heritage and develop interpersonal relationship.
- The Institute provides for Language Lab training, ICT and Smart Class training, Research facility and training classes for students.
- Community work and activities are conducted from time to time so as to instil values of community integration and social responsibility among the students.
- Various academic competitions are conducted for creative and all round development of the students.
- Vocational Training with consideration to professional needs.
- Students are constantly evaluated through various channels such as internships, presentations, assignments, group discussions, written/oral tests, role plays, etc.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

- **Interdisciplinary/Multidisciplinary:** The curriculum has range of elective and optional papers that meet the demand of students coming from various streams.
- **Multi-skill development:** Through the function of various practicum's e.g. Psychology Practical, Language Lab, Smart Class Training, ICT Lab, Simulated and Practice Teaching etc. trainees are made proficient in various skills.
- **Inclusive education:** A barrier free environment is provided with facility of ramp for entry and wheelchair. Reservation policy at admission is followed as per government rules and regulations. Discrimination free and congenial classroom atmosphere is provided. Celebration of all major National, Cultural and Religious Festivals provides for a secular and all inclusive atmosphere to the faculty, staff and students.
- **Practice teaching:** Trainees are sent for practice teaching for 20 days to complete their target of 20 lesson plan for each method. Constant communication is kept to the head of the institutions where the practice takes place and students are provided feedback if required at the situation. Feedback from the practice teaching schools helps in the evaluation process. Diversity of types of schools chosen such as Government/Private and mission/non-mission run management, rural and urban location as well as single gender/co-educational schools are kept in due consideration.
- **School experience / internship:** The students are allotted schools for purpose of practice teaching which consists of lesson plan and observation schedule. Trainees also interact with parents, teaching and non teaching staff etc. trainees get a chance to write a detailed report about the functioning of their practice

teaching schools and later share their experience with each other.

- **Work experience /SUPW:** Various training on embroidery, Rangoli, Mehndi, Paper bags, Jute bags, Wall hangings, Flower making, Ornaments etc. get regularly organized that is given by a separate qualified and trained part time teacher.
- **Any other (specify and give details):** Personality development classes through yoga workshops, nutrition workshops, life skills workshops, training in data analysis, referencing and reviewing literature etc. are provided from time to time.

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

Feedback is sought both formally and informally from students, alumni, academic peers, employers and other stakeholders like practice teaching schools, parents etc. either in formal duly filled questionnaires or in an oral format.

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes, the feedback given is collected by the Feedback Committee and the information gathered is compiled. Suggestions are taken up in the Academic (Staff) Council meeting also. Alumni members also come to share their experiences and opinions with the present student teachers providing them chance to plan well ahead for enhanced learning experience.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)

The process of curriculum development is done by Board of Studies, of the affiliating Barkatullah University. There is no member on the BOS from the Institution hence the scope for curriculum development is very less in the scenario. However, the institution has recently sent some suggestions to the BOS.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The institution is an affiliated college and curriculum changes are under the purview of BOS of the Affiliating Barkatullah University. No major changes have been made in the curriculum during the last Five Years.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

Christ College is an affiliated institution of Barkatullah University. The University and It's Board of Studies is the authority that decides the process of design and development of the curriculum. However, the institution has taken recent actions to have its stake in the process by following actions

- Oral and written feedback from students, parents, alumni, faculty and stakeholders.

- Consult the faculty members, practice teaching schools and subject experts from time to time about recent trends and needs of the industry.

The feedback obtained is preliminary discussed in a Academic(Staff)meeting.

1.5 Best Practice in Curricular Aspect

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in the Curricular Aspect.

To ensure quality in the teaching learning process modern trends are introduced such as computerised library, provision of internet, smart class. It is ensured the students take up assignments, presentations and sessional in every theory paper. Institution also provides for pre-university exams, mock interviews, comprehensive microteaching session and practice teaching facility in the institutions in nearby areas and also rural areas to contribute to national development.

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

- The institution has commenced smart class training both to the faculty and the students for ensuring quality in teaching practice.
- Emphasis on detailed microteaching sessions with Teach and Re-Teach session aiding to skill development.
- Students were involved in process of designing the college garden.
- Separate Teaching Aid workshop is held by the expert training especially in low cost, no cost and eco friendly teaching aids.
- There is emphasis on use of ICT tools while teaching and also for training the student teachers in use of LCD, OHP, PPT etc ICT related tools.

- Video Recording of Microteaching sessions.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

- For B.Ed. the admission is through Centralized online State level Counseling in different stages and rounds, conducted by Department of Higher Education, Govt. of M.P. where the reservation policy of state government is followed.
- For M.Ed. admission is done with combination of Entrance test, Interview conducted by admission committee, Merit in Qualifying Exam and Contribution to Education. The following weightage is followed: (1) Qualifying exam mark (B. Ed)-50% (2) Interview-30% (3) Entrance Test-10% (4) Contribution to Education- 10%.
- The Institution has an Admission Committee that maintains every years record and notifications from the concerned authorities.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The Programmes offered are advertised through electronic media, newspaper, college website, Prospectus and Notice Board of the Institution.

The information in the prospectus and advertisement includes the title of the course, syllabus, duration and mark distribution and discourse of the practical work that is expected to be completed during the session. It clearly states the Vision, Mission, Motto, Inspiration and Objectives of the Institution along with message from the Principal. List of Faculty and Staff members and also the members of the Governing Body and Management Committee of the College are mentioned. Infrastructure and facilities available are mentioned. Contact information

is mentioned along with the postal address location and list of phone numbers along with URL of college website and important email. List of the college toppers from the past year along with their percentage result and marks are also mentioned. Copy of import documents like Society Registration Certificate, Minority Status Certificate, No Objection Certificate from Department of School Education Government of Madhya Pradesh, No Objection Certificate from Department of Higher Education Government of Madhya Pradesh, NCTE B.Ed. Recognition Order, Barkatullah University Affiliation Order for B.Ed., Fee Structure Order from the AFRC M.P., NCTE M.Ed. Recognition Order, NCTE M.Ed. Seat Enhancement Order and Barkatullah University Affiliation Order for M.Ed.

2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

For B.Ed. the admission is fully controlled by department of Higher Education and the list of the admitted candidate along with the collected fees is handed over to the college. For M.Ed. aspiring candidates who approach the college are given personal interviews to assess their aptitude and their motivation and written presentation to know their academic calibre.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The institution welcomes the students that come from different and diverse background, the institution encourages the diversity by running the programme in co-educational and bilingual format, providing a barrier free

environment as students and staff comes from diverse religious, economical and social background. College maintains a zero tolerance policy against gender, caste or religious bias and maintains a congenial atmosphere in the classrooms. Special encouragement is given to weak students and women to encourage their employability.

2.1.5 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

No, there is no provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes.

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The Institution provides for quality infrastructure, spacious and well equipped classrooms, labs and library. The location of the Institution is inside a huge campus that provides a conducive, amicable and disturbance free learning environment. Over all development of Social, Cultural, Ethical and Physical fitness besides the Academic Growth is also kept in mind while considering the duration of the Courses. Latest infrastructure facility like spacious labs, well equipped library, playground and transportation facility is provided to faculty and students to add quality to the course and encourage creativity. All students and Faculty are encouraged and trained to use latest technology such as OHP, Power Point Presentations, Smart Classes, LCD Projector, and Slide Projector making learning far more effective.

2.2.2 How does the institution cater to the diverse learning needs of the students?

- The Institution emphasizes on an overall development of the students as future teachers, teacher trainer and researcher giving a well organized training in both the theory and the practicum.
- Development of analytical abilities and research aptitude is encouraged by the institution.
- Equal importance is given to development of communication skills, life skills, development of teaching skills and proficiency in use of ICT.
- Institution organizes from time to time various cultural, competition, personality development through Yoga, excursion, picnic and entertainment programmes so that the students can develop their interest more and more towards the programme.
- Frequent presentations and group activities are organized for a better learning environment.
- Remedial guidance is made available for the weaker students.
- Guidance and Counseling is provided to the students in academic, professional and personal areas in life through an effective Teacher Mentor Group.
- There is art and craft activities included in course to create interest in learning activities and encourage creativity.
- Motivational lectures from subject experts are organized from time to time

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- All instructions are provided without any barrier of caste, class, creed, gender, physical or mental ability or religion.
- Fee concession is provided to needy students
- Students as well as teachers are encouraged to express their feelings freely through suggestion box.

- Necessary enquiries are made by the management with appropriate actions for maintaining equity in teaching learning process.
- ICT access and Wi-Fi is made available to all students and staff.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The institution is very encouraging to the Teacher Educators and Researchers to update their knowledge, qualifications and professional growth. For the purposes following steps are encouraged:

- Encourage to participate in seminars, conferences, workshops and symposiums.
- Encourage participation in UGC/AICTE/NCTE etc. organized short term courses.
- Encourage and provide research facility for Teacher Educators involved in Ph.D. programmes.
- The Teacher Educators are encouraged to express their opinion freely through the suggestion box or through direct approach to Principal.

2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The various practices are followed to ensure the development of skills related to diversity and inclusion and its application through

- Detailed Microteaching demonstration and practice with structured teach and re-teach sessions.
- Proficiency of Integration of skills and Macro Plans.
- Classroom presentations, symposiums, group discussions and demonstrations as part of regular teaching method add to creativity and opinion formation in the student teachers.

- Curricular and Co-curricular activities that include all students set a good example of inclusion.
- Practice of daily assembly and thought of the day to boost up confidence in public speaking and conduction of a session.

2.3 Teaching-Learning Process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The institution makes sure that the student is not a mere passive listener but an active listener and participator in the academic and non academic activities both. The institution takes up the following measures:

- Compulsory participation in both academic and non academic activities.
- Involvement of every student through Teacher-Mentor groups.
- Individual assignments, sessional, projects and presentations.
- Involvement in the group activities to make the students more interactive with each other and develop self confidence and communication skills.
- Use of latest technology by the Faculty and encouragement and facilitation to the students to use them further.
- Students are having scheduled library period with provision to access in any need also for maintaining continuity in the academics.
- Internet facility with Wi-Fi is available for students and faculty.
- Comprehensive simulated teaching covering various skills and ample practice in teach and re-teach sessions to perfect the Micro-Teaching skills.
- Internship teaching at schools of repute as well as of various diverse groups like Government/Private, Single Gender/Co-Educational, Mission/Non-Mission and

Urban/Rural, to let students practice their teaching skills as well as actively participates in a daily working of a regular school.

2.3.2 How is 'learning' made student-centred? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The institution pays attention that the faculty should facilitate learning and involve student's participation in for developing their skills. Both the teacher and student prepare the topic from various sources such as websites, books, periodicals and magazines. Students contribute to the knowledge for the specific topic in their own capacity. The students who find any difficulty are free to approach their subject teachers who help them out. All the latest infrastructure and facility is provided to the students to aid to their self-management, knowledge and skill development.

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The instructional approaches and experiences are as follows:

- Lecturer method with the help of suitable teaching aids such as charts, models, green board, white board, placards, OHP, PPT, LCD and other ICT related tools.
- Active learning method, demonstration method, communication method are some of the other methods followed.
- Special attention and assistance for the slow learners.
- Practice for improving spoken language both English and Hindi.

- Experts' demonstrations on model teaching classes are arranged according to the specific student requirements.
- Innovative approach is followed to cultivate skills in English through language lab.

2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Models of teaching is a part of theory and no such provision of separate training however while preparing lesson plans Various aspects of lesson planning such as stating objectives in behavioural terms, division of content matter, using appropriate methodology, use of various teaching aids etc are discussed in detail.

2.3.5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

A detailed Microteaching session with proper Teach and Re-Teach session is organized to actively involve and sharpen teaching skills of the student teacher. Total 10 skills are taught and practised in which two plans each skills have to be made and demonstrated by the student teacher. The skills undertaken for this session are as follows:

- Skill of Set Induction
- Skill of Blackboard Writing
- Skill of Explanation
- Skill of Illustrating with Examples
- Skill of Fluency in Questioning
- Skill of Probing Question
- Skill of using Audio Visual Aids
- Skill of Stimulus Variation

- Skill of Reinforcement
- Skill of Achieving Closure

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

A detailed Practice Teaching is scheduled in the schools in nearby area with the following procedure:

- Schedule of classes and Course content to be taught is sought from in advance from the practice teaching schools.
- Two lessons are being taught by each of the student teachers per day during their practice teaching.
- Teacher educator observes the students while the lesson plan is being given.
- Faculty, Practice Teaching Schools and their concerning teachers and student teacher peer group observes the classes of the student teachers assigned to them daily.
- The lesson plans are corrected by the teacher educators and signed by the school teachers.
- Permission from the District Education Officer is sought for practice teaching at Government Schools and School Principals for practice teaching in private schools.

2.3.7 Describe the process of Block teaching / Internship of students in vogue.

- Student teachers are given demonstration lesson by the faculty during the microteaching sessions for the various microteaching skills.
- Students also prepare micro lesson plan first and at end of microteaching session prepare lesson plan along with the teaching aids and teach the model school students in simulated situation.

- Student teachers are sent to different schools with the permission of DEO and school principals for 20 days of teaching practice.
- Student teachers prepare 20 lesson plans along with the respective teaching aids (Charts, models, real objects, flash cards, improvised apparatus etc.).
- The faculty visit the respective schools and observe the student teachers. Student teachers are given necessary corrections by the teacher educators and the marks will be awarded on the basis of their performance and improvement.

2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The teaching practices are done in co-operation with the school staff of the practice teaching schools. Each student will be observed by the teacher of the practice teaching schools also. The school teacher observes the class daily and gives necessary corrections and instructions if any. They also sign the lesson plan and teaching aids.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Student teachers were given adequate training on the lesson plans, methods and procedures to be followed in schools. Training is given to the students on the new methodologies to be used in schools including smart-class as Active Learning Methodology is being adopted in the schools. Students are given good training in preparing lesson plans and various skills to be used throughout the lesson. They also actively participate in school assembly, exhibition, science fair and the activities of science, sports and other cultural activities. Student Teachers are trained to deal with Language and communication problems as

well as dealing with students of various learning calibre and from urban and rural background.

2.3.10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Student teachers are trained in using the latest technology in classrooms. Apart from proficiency in using smart-class the student teachers are also taught preparation of power point presentations, OHP, Slide projector and use of LCD projector and their incorporation in the lesson plan. Students are also taught to make lesson plan through use of ICT tools such as MS Word etc.

2.4 Teacher Quality

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers. Following process is kept under consideration for the purpose:

- First the schools are approached and requested for permission along with a list of student teacher and their subjects.
- Accordingly the schools allot classes in the time table slot to the students.
- The faculty and students are given identified lessons from the teachers whose classes are allotted to the student teacher.
- Student teacher in consultation to the school teachers prepare the lesson plan keeping in consideration content duration and exercises and practice that has to be covered.

2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

In general the student teacher vis a vis practice teaching schools ratio that is followed is 1:8. The decision is taken up on the basis of following conditions:

- The allotment of government schools from the District Education Office.
- Schools in vicinity of college and well within reach of student teacher.
- Requirement of subject teacher at the practice teaching school.
- Capacity of intake of student teacher and their academic schedule at the practice teaching school.
- Some Government schools that are taken up at request of District Education Officer at rural areas where there is dearth of teachers and as a step in contributing in nation building. Schools in rural area are also taken up for practice teaching along with some of the best private schools in the area.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

After assessing the student teachers perform, they are given immediate feedback regarding their performance with suggestion for improvement by the faculty and practice teaching school and teachers. The feedback mechanism is of the open type. A feedback is also used to assess the overall performance of the student teachers.

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Student teachers are made aware of the policies practiced in the schools. They are also told how such policies regarding curriculum, assessment and evaluation are implemented. National Curriculum Framework and various other related issues such as joy of learning, constructing knowledge etc. along with the various steps in their implementation are discussed within the classroom.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The members of the faculty and the student teachers are in direct contact with the teachers of different practice teaching school and are acquainted with the change in school education system through meetings and personal interaction. The Institution subscribed various journals and magazines besides a wide range of literature in the library and internet access. The microteaching and simulated teaching along with various workshops and classroom activities provide faculty and student teacher pace with recent development in the school subjects and teaching methodologies.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

Teachers are encouraged and given ample opportunities to attend the seminars and workshops organised by Universities, Colleges including staff training college.

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes. The institution gives maximum cooperation and award to motivate staff members who show good performance. The institution felicitated the teacher educator, who presented papers various levels of seminars and conferences and also actively involved in publication work and academic enhancement. The institution also is very cooperative for providing secretarial support, flexible timings and duty leave for faculty who are involved in such endeavours.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

A feedback mechanism is adopted by the institution to identify, communicate and address barriers related to conducive environment, infrastructure, and access to technology and teacher quality etc. Student teachers write their opinion frankly about their difficulties inside the campus. If the case is found genuine, the principal takes immediate measures to overcome the difficulties. Some students openly express their difficulties to the Principal/ Teachers through their student representatives.

2.5.2 Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

Various assessment and evaluation details used for assessing students are given as follows:

- Class Test
- Sessional Exam
- Micro Teaching Exam
- Mock viva-voce Exam
- Pre-University Exam

- Final Theory Exam (External Evaluation by the University)
- Final Practical Exam (External Evaluation through appointed external by the University)

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The evaluation results are made known to the students within a week along with the remarks of the teachers. If students' performances are not up to the expected level then reason for their poor performance is evaluated. It is compulsory for students to give the sessional, class tests, presentations and the Pre-University exams. Scheme of test and exams are communicated through notice boards and class room announcements.

2.5.4 How ICT is used in assessment and evaluation processes?

ICT is used in different levels of assessment and evaluation in the following manner:

- Marks and grades of the assessment and examinations are maintained using ICT which could be used to assess the individual performance and the standard of the college.
- The university practical marks are prepared with the help of the computer with composing of foil counterfoil with details of all the students.

2.6 Best Practices in Teaching -Learning and Evaluation Process

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

- The Institution has a Demonstration School run under the same management within the campus.

- Organizing Extra-Curricular competitions and distributing prizes to the best performers.
- Organizing symposium, group discussions, class room presentations on current trends and topics.
- Student- Mentor group for better communication with the students.
- Scheduled Library access through the time table and in case of emergency through the permission of the Principal.
- Internet facility is open to all students for curricular enrichment.
- Creating opportunity for students to take part in subject related competitions that is organized in the college and in other colleges.
- Priority is given to learner-centred teaching methods by the faculty and the student teacher while practice teaching.
- All the programmes conducted in the college for the students are being evaluated.
- Morning assembly programme is being evaluated daily by the principal and other staff members.
- Celebration of days of importance through Cultural Calendar.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution provides all support to the staff members for adopting innovative teaching and learning practices. The use of technology in teaching-learning is also highly encouraged by the institution and necessary impetuses have been brought in for augmenting the innovative techniques in teaching most important being the training provided to the student teacher for smart class with active learning making them more efficient in future professional life.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 How does the institution motivate its teachers to take up research in education?

The institution motivates its teachers to take up research in education by ensuring following measures:

- Study leave is sanctioned by the management to such teachers.
- Teachers are also helped in Research, by providing assistance for resource materials such as computers and stationary, internet, library, secretarial support etc.
- Reduction in workload by adjusting the teaching schedule.
- Adjustments are made to compensate for one's absence by other staff members in the same college engage those classes.

3.1.2 What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized by the institution are:

- Qualitative Research - 6
- Quantitative Research-46
- Experimental Research-7
- Action Research-3
- Case Study-6
- Descriptive Research-11
- Historical Research-2
- Survey-20

3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, the institution encourages Action Research. Student-teachers understand the need and the manner to conduct

Action Research in the future. Besides Action Research is also a part of theory in syllabus so the steps, need, situation and implications are already taught to the student teachers in detail.

3.1.4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Details of the conference/seminar/workshop attended by the faculty members in last five years are as follows:

Details	No. of Teachers Attended the event	No. of Teachers Presented the Paper
National Seminar	31	31
International Seminar	15	15
Workshop	09	-N.A.-
Refresher Course	02	-N.A.-
Any Other	02	-N.A.-

3.2 Research and Publication Output

3.2.1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The institution has always sought academic excellence for its faculty and students and for the purpose instructional materials developed by them for enhancing the quality of teaching are:

- Self instructional learning material.
- Print hand outs.

- Power point presentation on various topics.
- OHP transparencies for orientation to micro teaching.
- Instructional materials like transparencies' and slide are developed by the teacher educators for classroom teaching.
- Question banks
- work experience and SUPW
- Charts, word games like crossword puzzles and word association games etc.

The materials used for the purpose are:

- Over Head Projector(OHP)
- Liquid Crystal Display (LCD) Projector
- Internet facilities within well equipped Computer Lab
- Well equipped library
- Well equipped art and craft resource room
- Well Equipped Teaching Aid workshop
- Well Equipped Science and Math Resource Centre
- Working models and static models of all subjects
- Geometrical instruments
- Photos of mathematicians/scientists/ freedom fighters/social reformers and literary figures.

3.2.2 Give details on facilities available with the institution for developing instructional materials?

Details of facilities available with the institution for developing instructional materials are:

- Library with internet facility
- Psychology Laboratory
- Science Mathematics Resource Room
- Educational Technology Support
- Computer lab with Internet facilities
- Exposure programmes and expertise of experts

3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

Yes, the institution has developed ICT/technology related instructional materials and the details are DVD's, CDs, Power/Point presentation, etc.

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)

- **Organized by the institution:** No formal programmes were organized. However, institution has organized time and again workshops on making Teaching aids as part of its curriculum along with faculty and students preparing presentations on various topics in the syllabus.
- **Attended by the staff:** Attended Management Development Programme.
- **Training provided to the staff:** Contributed in Module Development of B.Ed. at IASE, Bhopal.

3.2.5 List the journals in which the faculty members have published papers in the last five years.

The journals in which faculty members have published papers in last five years are:

Dr. Fr. John Ollukaran:

- Development of Educational System in India, Text Book for B.Ed., Navjyothi Book House, Bhopal (2008).
- Articles regularly written in the youth magazine for last 8 years – Heights. Number of articles amounts to around 80.
- Article on Education & Child Development titled: To Learn is to Change, Hindustan Times, Weekly Column.
- Article on Education titled- Make Dreams Come True, Chronicle, Weekly Column.

Dr.K.J.Rama Phani:

- Teaching Mother tongue-through play way Method, Progressive Educational Herald.
- Polio less Society By-2000A.D., Yojana.

Dr. Annsi Sojan Joseph:

- Co-author of the book *Life Values*, moral science series for senior class 11th, JayCee Publication, New Delhi.
- Co-author of the book *Life Values*, moral science series for senior class 12th, JayCee Publication, New Delhi.
- Article in Daily news paper CHRONICLE, *Vocational Education the Need of Hour* –DT 17TH DEC 2000.
- Article in Daily news paper CHRONICLE, *Present educational system a post-mortem*, 2001.
- Article in news magazine Excellence of St. Xavier School on the topic- *The Millennium Mentor* in oct-nov edition 1999.
- Abstract of the paper presentation on value transformation in National Seminar on Education Christ College.
- Abstract of the paper presentation *CCE Possibilities Limitations and Implications*, on National seminar on education at crossroads RIE Bhopal.
- Moral Science series 1-5, by Theresian Publisher Sahitya Sarover Bhopal.

Mr. Diwakar Singh:

- National Journal *Naya Shikshak*.
- International Journal- The Global Research Analysis.

Ms. Preeti Shrivastava:

- International Journal of Education and Extension (IJEE) Chennai (Jan 2013).
- APH Publishing Corporation, New Delhi (April 2013).
- International Journal of Education and Extension (IJEE) Chennai, (Jan 2012).
- International Journal of University Education Express

Dr. Shiva Shukla:

Journal:

- *A Study of Teacher's Behavior Towards Environment*, BSSS Journal of Social Work, Vol.2, May 2010, ISSN: 0975-7236, Pg. 127-130.
- *Importance of School in Development of Values and Character*, National Journal of Research in Education and Extension, Vol.16, July 2011, ISSN: 0976-335X, Pg 9-13.
- *Extension Education: A Scientific, Continuous and Persuasive Process*, National Journal of Research in Education and Extension, Special Issue, 2012, ISSN: 0976-335X, Pg 59-62.

Book (Abstract):

- *Emotional Intelligence and Professional Leadership*, Published as Abstract in Souvenir Book on Professional Development of Teachers, New Delhi Publishers, ISBN: 97893811274-27-9, Pg. 231.

Book (Chapter):

- *Emotional Intelligence at Work Place*, Professional Development and ICT in Education, APH Publishing Corporation, ISBN: 978-81-313-1148-6, 2011, Pg. 8-13.
- *A Study of Character Building Among Students*, Moral Education, APH Publication Corporation, ISBN: 978-81-313-1219-3, 2011, 8-17.

Proceedings:

- Paper Titled – *Emotional Intelligence: Key to Job Performance*, Published in Book of Conference Proceedings, Professional Development of Teachers and Teacher Educators, Pg. 205-209.
- Paper Titled – *Becoming A Lifelong Student in Asynchronous World*, Published as Conference Proceeding at National Conference on Life Long Learning and Human Rights, Pg.77-79.
- Paper Titled – *Pedagogy: A Changing Scenario*, Published as Conference Proceedings in Edited Book-Recent Trends in Psychology, Pg. 196-199.

3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.

The awards and honors received by the faculty members during the last five years are:

- Award for Innovation in Teaching Research and Extension in Higher Education (ISEE)
- Award for Professional Development and ICT in Education.
- Award for maximum paper presentation by Christ College.
- RANK and BOLT Award for Broad Outlook Learner Teacher by Air India.
- Writer award from Height Magazine.
- Best Principal Award at District Level on Republic Day.
- Lion's Club Award.
- Facilitation on meritorious performance in University Examination.
- Award for Best Lioness Club President by Lioness District 323-G2.

3.2.7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

There are no major/minor projects undertaken by staff members of the institution during last five years.

3.3 Consultancy

3.3.1 Did the institution provide consultancy services in last five years? If yes, give details.

Yes the institution has provided consultancy services on many occasions in various other institutions in last five years. The details are as follows:

- Teacher's Orientation for CCE in various schools.
- Teacher's Orientation and workshop in emerging trends of school education.
- Training modules in microteaching skills.

- Orientation and workshop on life skills and value education.
- Seminar of importance of inter-personal Relationship between students and teacher.
- Conducted workshop on application of statistics in research.
- Module preparation for IASE B.Ed. Syllabus.
- Orientation on Challenges in Teaching and Learning Process.
- Monitoring teaching quality in schools of same management.
- In panel for interview at various institutions of same as well as other management run institutions.
- Making of blueprint of question papers for various schools.
- Providing feedback on quality of teaching in various institutions.
- Setting question paper and evaluating answer sheets for the University.

3.3.2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, the faculty and staff are competent to take up consultancy work. The faculties of the institution are of wide professional and academic experience. The area of their specialization and competency are:

- Value Education
- Life Skills
- CCE Pattern
- Inter-personal Relationships
- Micro-Teaching Skills
- Research in Education
- Environmental Education
- Measurement and evaluation
- Management of Education Institutions

The following steps are taken up by the institution to publicize the available expertise:

- Through Placement programmes
- Through Social Outreach Programmes
- Through the yearly evaluation of various Educational institutions

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The revenue generated through the consultancy work by the institution is nil as the consultancy work in which the Institution is involved in is on voluntary and non-profit basis and is provided free of cost.

3.3.4 How does the institution use the revenue generated through consultancy?

The consultancy work in which the Institution is involved in is on voluntary and non-profit basis and is provided free of cost.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

Local community benefited substantially from the institution through the various extension activities such as:

- Health and hygiene programme for rural children.
- Activities twining with NGO *Aanchal*.
- Practice teaching at rural schools.
- Computer training for students of rural schools.
- Nutrition and Yoga Awareness camps.
- Teacher Orientation to the nearby educational institutions

- Organized Seminar with collaboration with NGO CDH on RTE.

3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has benefited from the community by

- Teaching practice for the teacher students are done in the neighbouring and some rural area schools.
- Supervision of practice teaching classes are done by experts available in the practice teaching schools.
- Institution-community networking through social outreach programmes.
- Institution- community networking through literacy programmes.
- Activities of Alumni Association.
- Networking with teachers and management of practice teaching schools.
- Guiding student teachers for future career prospects.
- Networking of student teacher and faculty with children of practice teaching schools.

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The institution has planned following programmes to be included in their future activities

- health and hygiene
- environmental issues
- educating students of rural areas
- green and clean environment
- human rights
- women's empowerment
- child rights
- Awareness of global warming
- value education and value transformation
- life skills
- counseling skills
- career counseling for students

3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

No. The institution has not completed any projects relating to the community development in the last five years.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

The institution develops social and citizenship values and skills among its students through the following programmes

- Citizenship awareness through activities such as student's union election and information through teachers in classes.
- Arts and craft activities
- Socially useful productive work
- Seminars
- Celebration of National festivals
- Celebration of important days such as Teachers Day, Children's Day, National Education Day and Women's Day
- Field trips and study tours
- Social outreach programmes
- Visiting special schools for direct interaction with physically and mentally challenged students.

3.5 Collaborations

3.5.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The names of the National Level Organizations are:

- Carmel School, Chamba (Uttarakhand)
- St. Mary School, Nagina (Uttar Pradesh)
- Maria School, Jaspur (Uttar Pradesh)
- St. Mary's School, Gadarpur (Uttar Pradesh)
- St. Thomas School, Khatauli (Uttar Pradesh)

3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

- The institution is event partner with Christ University, Bengaluru (Karnataka), for its International Seminar Bounds of Ethics, 2014.
- The institution was event partner with Christ University, Bengaluru (Karnataka), for its International Seminar Mysticism without Bounds, 2010.

3.5.3 How did the linkages if any contribute to the following?

- **Curriculum Development:** There is no established linkage for the purpose of curriculum development; however, the faculty of the institution has participated in module development for IASE, Bhopal.
- **Teaching:** The institution has provided monitoring, feedback and teaching in methodologies of teaching at the linkage institutions.
- **Training:** Conducted training sessions for various institutions on various relevant topics on microteaching skills for teachers.
- **Practice Teaching:** The linkage with District Education Office and CMI Board of Education Bhopal for practice teaching schools which run under their management. Linkage with management of various other institutions that allow practice teaching on their campus.
- **Research:** Constant guidance and planning is sought from experts from RIE, Bhopal and UTD, BU for conduction and execution of researches undertaken by the students of the institutions. Linkage with various institutions for the purpose of data collection.
- **Consultancy:** Linkage with various educational institutions within and outside the CMI Educational Board, Bhopal for conducting the overall assessment of the institutions and teacher orientation programme.

- **Extension:** Training teachers of various schools on various skills of microteaching. Linkage with various NGO's for conduction of various outreach programmes.
- **Publication:** The institution is having no linkage with any publication house; however the faculty is actively involved in publication work.
- **Student Placement:** There is no linkage with any employment agency for placement, however, the Institution itself provides placement to the meritorious students in various schools of the locality.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

The linkage of institution with school sector comes through the practice teaching that is conducted in both Government schools through the District Education Office and Private Schools through their management and principal.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

The Practice Teaching schedule takes place in collaboration with the faculty staff and administration of the Practice Teaching Schools. The student teachers teach the classes the portion marked out by the teachers of the schools with their daily reporting of the progress. It is also mandatory for student teacher to take signature of the school teachers on their practice teaching plan. The feedback of schools and their teachers are duly considered while evaluating the student's progress.

3.5.6 How does the faculty collaborate with school and other college or university faculty?

The institution collaborates with schools during practice teaching for conduction, monitoring and feedback of the teaching session. Other College teachers and experts from

University are constantly contacted, invited for guest lectures, and guidance to students and faculty.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

- The organization of expert lectures and guidance from time to time.
- Training to students for conduction of research by the faculty.
- Constant guidance and support from faculty and Principal.
- Providing the entire relevant infrastructure to the students for background search, tabulation of data and result analysis.
- Linkage with various institutions for data collection and conduction of research.
- Linkage with NGO's for extension activities and social outreach programmes.
- Consultancy provided by the expert faculty at various schools and institutions in form of orientation, workshops and seminars.

3.6.2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- The institution has provided expert guidance by well qualified teachers.
- Guest lecturers of repute
- Exposure visits, field trips and educational tours
- Good quality infrastructure
- Involvement in various community extension programmes.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical facilities:

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the institution has a spacious building with well ventilated classrooms, partially automated library, an auditorium (shared), well equipped ET lab, Science lab, Psychology lab and computer lab, Principal's room, office room, staff room, gents toilet, ladies toilet and staff toilet.

The total expenditure for developing the infrastructure was around Rs 1crore. The details of the infrastructural facilities are given below:

Land area: 8100 square meters

Built up area: 2363.02 square meters

S.NO.	STATUS	FLOOR	AREA (Sq. m.)
1	MULTI PURPOSE HALL(CHAVARA HALL)	GF	450
2	SPORTS ROOM	GF	49.12
3	ADMINISTRATIVE OFFICE	GF	20.8
4	IQAC	GF	17.37
5	SICK ROOM	GF	10.91
6	LADIES STAFF TOILET	GF	26
7	SCIENCE CUM ECO LAB	GF	49.12
8	MATHEMATICS LAB	GF	49.12
9	SOCIAL SCIENCE LAB	GF	49.12
10	CANTEEN	GF	37.7
11	STORE ROOM	GF	20.25

12	ART AND CRAFT ROOM	GF	52.1
13	PRINCIPAL ROOM	I	29.99
14	OFFICE CUM VISITORS ROOM	I	43.62
15	LIBRARY	I	76.93
16	FACULTY ROOM	I	74.66
17	M.Ed. CLASS ROOM	I	49.12
18	PSYCHOLOGY LAB	I	49.12
19	ACTIVITY ROOM	I	107.16
20	LANGUAGE CUM SEMINAR HALL	I	178.38
21	LADIES TOILET	I	26.05
22	GENTS TOILET	I	26.05
23	COMPUTER LAB	II	49.12
24	GIRLS COMMON ROOM	II	49.12
25	B.Ed. CLASS ROOM	II	49.12
26	B.Ed. CLASS ROOM	II	49.12
27	RESEARCH CELL	II	49.12
28	CONFERENCE CUM E.T. LAB	II	139.44
29	BOYS COMMON ROOM	III	49.12

Play Grounds

Basket Ball court (shared)	624.79
Football/cricket ground (shared)	5107.7
Volley ball ground (shared)	188.92

Master plan of the building enclosed.

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The CMI society and College Management ensure the quality of education and they always augment the infrastructure to keep up with the academic growth and also in view of the stipulations made by the regulatory authorities like NCTE and affiliating university.

4.1.3 List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

Multipurpose Hall: Hall with LCD and sound facility is used for organizing the different events such as seminars, debates, cultural programs including teacher's day celebration etc. Hall is also used for organizing some big events like seminar, conferences, and group wise competitions.

Play grounds: For sports Activities College has a big play ground including volley ball court, football and cricket ground. The stage in the play ground is also used in organizing extracurricular activities like rangoli competition,

ET hall: For organizing events like debate, teaching aid competition, guest lecturers etc., and the college has a big ET hall with LCD, OHP facilities.

4.1.4. Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.

Currently Christ College is running only B.Ed. and M.Ed. courses thus; all the infrastructural facilities are used for these two courses (except auditorium, library reading hall, Play ground and stage)

4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center etc.)

The institution takes care of all the issues related to health and hygiene. It provides rest room (common room), separate wash rooms for boys and girls, extensive sanitary facilities, water cooler with well equipped water filter device and health center (first aid in the college campus only and for further cases college provides medical facility in Dev Maata hospital, Sister concern which is just 3-4 kms from the college) besides transport facility and cafeteria.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, separate hostel facility for boys and girls are arranged outside the campus with in 1 km. For boys there is *Poornodaya* hostel (run by CMI management) with capacity of 40 and for girls there is Queens Mary hostel (run by Servite sisters) with a capacity of 30. Both hostels have furnished and ventilated rooms with health and hygiene facilities.

4.2 Maintenance of infrastructure:

4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

Budget is allocated in the beginning of the year optimally for all the above items and spent fully. Supplementary budget provisions are made during the year if necessary/required.

The budget approved by the society and income-expenditure statement of college is enclosed here with.

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The infrastructure is created as per the norms and requirement of regulatory body which is optimally used for all the curricular, co-curricular and extracurricular purposes for which it is meant. Infrastructural facilities are also extended to various community related events such as computer education, sports training and language development, utilizing the college computer, language labs etc.

4.2.3. How does the institution consider the environmental issues associated with the infrastructure?

The college is located in an eco friendly campus. The campus is maintained with due concern for the environment. The lawns are covered with greenery. Campus is equipped with waste water management system.

The college takes due care to consider the environmental issues associated with infrastructure.

The College is having a functional Cultural Committee which organizes different programs on environment. Some activities are:

- Environment awareness programs.
- Planting saplings
- Organizing Competitions such as Poster making etc.

The College celebrates events having environmental tilt, almost every year wherein students participate in various activities like poster making, collage making, extempore speeches, decorations, display of best from waste, plantation etc.

The students exhibit their creativity in making environment friendly items. This also provides the students the concept of making Teaching Aids out of waste material.

The students take utmost care to see that no garbage or waste accumulates in any part of the campus. Our college thus tries to protect and enrich the environment as well as operational curriculum to meet the global challenges of the present century.

4.3 Library as a learning resource:

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, the college has well qualified and efficient full time librarian. One computer with printer and photo copier (installed in office connected through LAN) is provider to the librarian for better functioning of the library. The college library is partially automated and the librarian is well trained to handle it.

4.3.2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc)

Books:

Number of volumes-5392

Number of titles-3500 plus

Journals:

National-17

International-1

Magazines: 12

Details of ICT tools:

Tape recorder-1

VCD player-1

OHP-1

Slide projector-1

Video Camera-2

Still camera-2

Number of CDs-60 (On science, mathematics, geography, general information etc)

Internet facility for students and teachers is available in the library.

Teachers use blogs to give notes to their students on specific topics.

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

Yes, the Christ College has a mechanism, a Library Committee to review Library resources and to make acquisition decisions. Organization/composition of Library Committee:

- Chairman -Principal
- Convener-Librarian
- Teacher Representative - one Faculty member
- Student representatives- Two students
- Technical Support Staff

The Library Committee is responsible for the overall growth and development program of the library. It holds at least one meeting every year and obtains views and suggestions on the functioning from its members. The Library Committee:

- Seeks allocation of fund for the growth and development of the library.
- Selects titles and makes purchases of the book, from the lists of publishers.

- Checks the documents of library.
- Conducts annual verification of the stock of books.
- Monitors functioning of the library.
- Arranges library period in the time table.

4.3.4. Is your library computerized? If yes, give details.

Yes, our library is computerized. Library materials and services are partially automated with all the records of the available books.

4.3.5. Does the institution library have computer, internet and Reprographic facilities? If yes, give details on the access to the staff and students and frequency of use.

The college library has computer and internet facilities. Computer and internet services are used by staff and the students alike. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff and students: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day.

- By Teaching staff: on as and when required basis.
- By students: on as and when required basis.

Computer and internet services are used by staff and the students alike.

4.3.6. Does the institution make use of infibnet /delnet /IUC facilities? If yes, give details.

No, right now no such facilities are available but the college is planning to avail the same in future.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc)

The library is open on all the working days. The working hours are 9.30 a.m. to 5.30 p.m. All students and staff can borrow or return books on all working days during the working hours.

However the provision to open the library on Sundays and holidays is made for special circumstances such as examination preparations, seminar or lecture organization etc.

4.3.8. How do the staff and students come to know of the new arrivals?

All the new arrivals are displayed on the separate display rack and list is also displayed on library notice board.

4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

No, the book bank facility is not available in the college library but books are issued to the needy students for use throughout the academic year without any extra fee.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

The library is easily accessible to differently-able persons. The library staff is instructed to help the student access, issue and return the books.

4.4 ICT as learning resource:

4.4.1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The college has established well equipped laboratories to promote ICT based activities.

SMART classroom:

- Latest technology enabled smart classrooms (two) are available for faculty members and students to interact latest trends in the field of education. It provides wide platform to the students towards future classrooms.
- To meet demand of future classroom teaching Christ College provides certified Smart Class training.
- SMART class setup is installed by TATA EDGE.
- Training is provided by experts of TATA EDGE and orientation is provided to the faculty members also.

Language lab:

- A software based language lab is established to improve the communication skills of the pupil teachers.
- 60 students can attend the training at a given time.
- Minimum 6 days training, each of one hour is provided to the student teacher for developing and enhancing listening and speaking language skills.
- Software installed in the Language Lab includes Console OCL-908W, MS Office and Windows 7.
- Other accessories includes- projector, 60 headphones (attached to instructors terminal), CDs from Cambridge University on communication, dialogue and writing out a paragraph.
- Setup of Language Lab is CALL i.e. Computer Assisted Language Lab.
- Training to the B.Ed. students is provided in two batches (Each of 50 students with duration of 6 days).

The same process is followed for M.Ed. students (One Batch of 35 students).

Computer lab:

- The institution has an advanced computer lab (34) which provides computing facilities. Computers are interconnected through LAN. A wide range of software like MS office, application software and antivirus are available. Communication and printing services are also available.
- In addition to above the college library also has 10 computers. Broadband connection for Internet is available in the lab as well as library. Software in the form of CD's based upon various subjects like linguistic skill, information and communication technology, health and fitness, my body, atlas etc are available.
- Institution also does video recording of micro teaching and real teaching practice lessons presented by student teachers, later on which is used to explain their strength and weakness, for further improvement.

ET hall:

- The college has big ET hall with LCD Projector, sound system, slide projector and OHP. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

4.4.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Proper consideration is given for the use of ICT while implementing the curriculum. In which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. By implementing the subject computer education, basic computer skills are

imparted to the students. They are taught about information technology, internet, e-mail etc. The students are taught about MS Word, MS Excel and Power point presentation. Various books on computer education are also available in the library.

4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Staff members of the college are proficient in the use of ICT. They teach the students by using CD's, transparencies, power point slides through computers and OHP.

4.4.4. What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plans, classroom, transactions, evaluation, preparation of teaching aids)

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers prepare their assignments and lesson plans on word, MS power point etc. to deliver their lessons during teaching. The student teachers present their seminar, topic presentation of dissertation etc. on OHP or Power Point LCD.

4.5 Other facilities

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for example- serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community?

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community and other institutions. The services of teachers of this college are furthered in giving extension services and

orientation program. The teachers of this institution visit other institutions to offer consultancy and assessment service. Faculty members of this college are invited many times by the other institutions for guest lectures, orientation and as a resource person.

4.5.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Various audio-visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on different areas/subjects are also available. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in practice teaching sessions. CD's and soft language lab for language development are also available. Slides and transparencies made by the student teachers themselves are also available. Well equipped science and psychology laboratories are available with the college where demonstration, tests etc. are conducted. Student-teachers are motivated by the teachers to use the audio-visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

4.5.3. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The following laboratories are available with the institution:

- **Psychology lab** – The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, picture completion test, Bhatia

battery, personality test, mirror drawing apparatus, memory drum etc. In total 67 tests are available with the college psychology lab.

- **Science and mathematics lab-** The lab comprises of various charts, models, specimens, apparatus, chemicals and reagents related to physical and life sciences, microscope, specimen of human skeleton etc., are also available. The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit and collage, thermometer, bar magnet, stencils of geometrical figures etc.
- **Social studies lab-** The lab comprises of charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available.
- **Computer lab-** For the development and enhancement of presentation skill the student-teachers are trained in MS office specially MS power point and internet usage in computer lab. There are 34 computers in the lab with a printer, LCD etc.

4.5.4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institutions.

- **Multipurpose hall-** The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 800. It acts as common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. For organizing cultural events and seminars this hall is equipped with LCD projector and communication tool like public address system, music system etc.
- **Sports-** The College has a big play ground for organizing games like football, volley ball, basket ball and cricket.

Materials for games like chess, carom board, badminton are also available.

- **Transport-** The school buses are available. The vehicle support is provided to the faculty and students as per need to the examination centres, for picnic and inter-college competitions etc.

4.5.5 Are the class rooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicates the institution's future plans to modernize the classrooms.

Yes, classrooms are equipped with latest technology such as smart class. LCD projector and OHP facilities are also available in few classrooms. The institution has a futuristic plan to install some latest equipment in more classrooms.

4.6 Best Practices in Infrastructure Resources

4.6.1. How does the faculty seek to model and reflect on the best practice the diversity of instruction, including the use of technology?

Well qualified faculty is there and they use computer lab, LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in training program about the use of smart class, computer etc. The teachers put maximum effort for the Use of ICT, inductive thinking strategies and problem solving methods for teaching. All the teachers have basic knowledge of computer which they apply in their teaching.

Smart class training sessions are also conducted by experts for the students. Students are motivated to use computer for completing their dissertation work. They are guided by the faculty for using MS excel in analyzing their data and also for reviewing the literature on shodhganga, online thesis etc.

4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Smart classroom, computer lab and language lab plays a vital role in enhancing the quality. Use of latest technology gives perfection among the students and their competence.

During teaching practice student-teachers are given training about the use of computer, smart classes and LCD projector etc. for preparing their lesson plan.

4.6.3. What innovations/best practices in 'Infrastructure and learning resources' are in vogue or adopted/adapted by the institution?

The management of the college is ever eager to invest in additional infrastructure. This desire to keep pace with latest facilities is the best practice in vogue in the campus.

- Latest technologies are adopted by the institution in the classrooms.
- Use of smart classroom and language skill lab prepares students to the future classroom.
- The institution is situated in peaceful environment and free from all types of pollution.
- The building of the institution has proper ventilation.
- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- Advisory committee monitors the resources like library to ensure the optimal use of it.
- Suggestion and complaint box are also available in the college premise. The needs of students and suggestions in the boxes are attended on priority.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?

For B.Ed.: Admission to B.Ed. in entire Madhya Pradesh is controlled and monitored by Department of Higher Education, M.P. The students are admitted through the centrally administered admission procedure which is purely based on merit and reservation policies as per government rules as on line by the Directorate of higher education M.P so there is no such provision for assessing the students' preparedness for the programme.

For M.Ed.: The candidates are selected on the basis of the merit in their qualifying exams as well as in the selection test. Students are admitted through proper procedures as laid down by the Barkatullah University. Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given. This programme is conducted by the faculty members. These programmes enable students to access their communication skills, understand their life skills and accomplish their professional knowledge.

5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the teacher trainees?

- The institution is situated in lush green and environmental friendly, pollution free surroundings. There is adequate space for playground and parking of

vehicles. This creates a conducive and peaceful environment for proper curricular transaction.

- The institution is having a fully functional CBSE affiliated co-educational demonstration school running under the same management within the campus, this adds to the enhanced training experience in professional development.
- The classrooms are well ventilated, spacious and equipped with ICT. Benches and Furniture are comfortable and according to the students need.
- Orientations and lectures on various subjects are regularly organized to motivate the students for facing real life situation giving due focus on values and life skills.
- Regular yoga workshops are being organized for all round personality development, aiding to emotional and mental satisfaction and concentration building.
- A separate notice board has been provided for the students for exhibiting their talents in the form of thoughts, articles, paintings, sketches and News Papers cuttings giving them opportunity to work in collaboration with each other making it a team effort.
- Regular co curricular and extra -curricular activities/competitions are organized to develop their psychomotor and affective domains. Awards are given to the winners.
- The discipline committee emphasizes on punctuality and implementation of dress code.
- The faculty also follows the academic year plan and time table for curricular and co-curricular activities. The faculty gives extra attention and guidance to under achievers. In the formative evaluation, their progress is regularly monitored in cell group and method group. They are motivated for better performance through continuous encouragement.
- Placement activity also motivates the teacher trainees to improve their performance and enhance their professional skills.

5.1.3 Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out.

Admission procedure is centralized. Hence, teacher trainees are sent directly from Directorate of Higher Education for admission. Once they are admitted, very few teacher trainees leave the institution between the academic years.

Academic Year Males Females	Programs		Case of Drop Outs	Total
	B.Ed.	M.Ed.		
2012-2013	-	-		
2011-2012	06		Maternity ,Job, shortage of attendance	06
2010-2011	03		Maternity, Due to Far Distance from college	03
2009-2010	02	02	Shortage of attendance,	04
2007-2008	-	-	-	-

Marriage: The female trainees drop out after they get married and / or the family members refuse to let them continue further education. And many drop out due to health related problems.

Unsuitable Deputation: The central admission procedure for B.Ed. teacher trainees assigns training centers that are far away and unsuitable. The male teacher trainees somehow manage to attend classes. Parents are generally unwilling to let their daughters stay alone away from home.

Compulsory Attendance: Many are not ready to abide by the University norms of compulsory attendance of 75% strictly stipulated by the college.

The institution tries to avoid drop outs as far as possible by adopting the following strategies:

- Investigating problems of teacher trainees and by providing counseling service.
- The faculty guides teacher trainees from the micro teaching stage to create a positive attitude towards the submission and completion of all curricular activities.
- Conducting orientation program to prepare for the curricular activities.
- In case of family problems, the parents, guardians and relatives are called and counseled so that teacher trainees complete the course successfully.
- In the case of M.Ed. students concessions in fees are provided to the financially deprived students.
- Additional facilities provided to the students are as follows:
 - Educational Visits
 - Use of Multimedia
 - Felicitations of meritorious students
 - Placement of Teacher trainees
 - Special Lecture Series
 - Free Internet Access
 - Alumni Meet
 - Lectures on interview skills
 - Workshops and classes on ICT and smart class
 - NET/ SET Guidance
 - Use of Language Lab

5.1.4 What additional services are provided to students for enabling them to compete for job and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State service through competitive exam in the last two years?

Additional Services:

- Free Internet access during the college hours.

- Use of ICT skills and promotes students to present their assignments, projects in power point.
- Orientation in technology aided teaching with innovative teaching strategies (especially interactive SMART class conducted by TATA EDGE.)
- Outreach programmes and educational visits are regularly organized.
- Institution provides Phonetic Classes and communication skills in the language labs.
- Guidance to the students to make self-made questionnaires for their M.Ed. Dissertations.
- Guidance to the M.Ed. students for NET and B.Ed. students for CTET.

To compete for jobs and progress to higher education:

- Through placement Programmes the institution provides information of job vacancies in the nearby schools.
- The institution organizes mock interviews and training to face interviews to enable the students to face real interview situations.
- Institution provides information of Competitive exams like CTET/SLET/NET etc through regular notices.
- Library keeps regular subscriptions of newspapers like Employment News, Pratiyogita darpan and *Rozgar Nirman* etc for such information. There are number of books related to personality development, aptitude, reasoning and general knowledge to empower them to face the interview confidently.
- Students are taken for workshops and seminars conducted in the University and other institutions of repute.

Students that Qualified for NET/SLET/Other Exam (CTET):

Exam	2010-11	2011-12
NET	01	---
CTET	02	01

5.1.5 What percentage of teacher trainees on an average go for further studies / choose teaching as a career? Give the details of the last three years.

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching. Details of the teacher trainees who went for further studies:

Year	Number Of Teacher Trainees	Percentage
2012-2013	1	1.3
2011-2012	13	13.1
2010-2011	1	1
2009-2010	----	----

5.1.6 Does the institution provide training and access of library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes, give details on the same.

The teacher trainees who study in the institution can avail the library and electronic facilities during the given tenure. After completion of the given tenure, teacher trainees can avail the library facilities only for reference but not for issuing the library books. However, regular teaching programs are not organized for them. Most of teacher trainees come to refer research reports and thesis. There is provision of software to teacher trainees which are freely available on the internet. The downloaded tree software in Educational Technology Lab is made available to the teacher trainees. An online community on Face book, has been created through which resources on jobs, skills, current trends are shared with teacher trainees.

5.1.7 Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainees who have been benefitted.

The institution provides placement services and has provided the following services in the last two years:

- Placement services are provided to the teacher trainees through the institution's Placement Programme.
- Campus interviews are organized for teacher trainees.
- Guidance is given on interview techniques and communication skills.

The details of the number of teacher trainees that appeared for Campus Interview in the last two years are as follows:

Course	2010-11	2011-12
B.Ed	65	70

5.1.8 What are the difficulties (if any) faced by Placement Cell? How does the institution overcome those difficulties?

The institute does not have any Placement Cell as such but arranges placement services according to the demand. The difficulties faced are

- The Hindi medium teacher trainees get fewer opportunities for teaching jobs. As most of the Hindi medium schools are run by M.P Government and their recruitment is as per as their policies.
- Information about leave vacancy and part time vacancy get communicated orally or by phone calls which cannot be responded to, on time.
- Since most of the B.Ed. students come from social science stream where as the recruiting institutions are in need of mathematics and science teachers.

5.1.9 Does the institution have arrangement with practice teaching schools for placement of the student teachers?

Yes. Most of the schools which come for campus interviews are practice teaching schools.

5.1.10 What are the resources (financial, human and ICT) provided by the Institution to the Placement cell?

The institution has only placement services. Leave vacancies of various schools are communicated through phone calls/letters to the institutions which is then communicated to the students/displayed on the notice board.

- **Infrastructural Resources** – Includes notice board
- **Financial Resources**–Free of cost
- **Human Resources**-Faculty members and office staff
- **ICT Resources** –If the vacancy-information is available on net then students are allowed to access internet services.

5.2 Student Support

5.2.1 How are the curricular (teaching – learning processes), co-curricular and extracurricular programs planned (developing, academic calendar, Communication across the institution, feedback) evaluated and revised to Achieve the objectives and effective implementation of the curriculum?

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- Feedback in the form of suggestion from faculty is noted at the end of the academic year meeting.
- Tentative first term plan discussion is done at the beginning of an academic Year taking into

consideration the suggestions received at the academic year end meeting.

- Compilation of year plan is done through discussion with faculty in the staff meeting.
- Implementation of the plan.
- Revision if required.

The prepared plan is displayed on the notice board for teacher trainees and copies are circulated to faculty members. The final year plan is distributed to the students.

The preparation of academic calendar is as follows:

Curricular	Co- curricular	Extra curricular
Regular time table of lectures	Day Celebration	Seminar
Unit & Year plan	Special Lectures	Competitions
Psychology Practical	Educational Visits	Social Service
		Health Program

Curricular Program: The Planning Committee implements curricular activities. This is done by following the regular time-table.

Lectures: Portion of a particular subject is shared by two faculties. Before beginning any curricular activity, proper orientation and motivation is given.

Activities: Activities are conducted in group; the group in charge gives feedback to the Faculties. Changes are made if required regarding the period of conducting the activity.

Co-curricular Program: The planning and implementation of co-curricular activities is done by the Principal, staff and students.

Co-curricular activities: CCA are planned in coordination with curricular activities. Every second Saturday afternoon slot in the time table is reserved for the CCA.

Extra Curricular Activities: Extracurricular activities prove to be helpful for teacher trainees to be competent and committed in their profession as teachers. Several activities and programs outlined below have proven to be useful in developing the personality of student-teacher. Games like badminton, carom, chess, volleyball, kho-kho, kabbadi, cricket and dodge ball are played. Student teacher are motivated to participate in inter college competitions at University level such as Rangoli, quiz, Painting etc.

All the curricular, co curricular and extracurricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

5.2.2 How is the curricular planning done differently for physically Challenged teacher trainees?

Since till now institution does not have any physically challenged teacher trainees there was no need of any curricular planning differently for them.

5.2.3 Does the institution have mentoring arrangements? If yes, how it is organized?

Yes, the institution has mentoring arrangement through effective Teacher Mentor group. Each mentor teacher in entrusted with 10 students. Students are also allowed to select their own mentor. In case of emergencies or any concerning issues they are free to meet the teacher mentor or other mentors.

5.2.4 What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of teacher trainees?

The institution has a fully qualified and experienced faculty who are always ready to enhance the effectiveness in teaching, research and extension. Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. The faculty contributed immensely in the preparation of evaluation tools for lesson observation which has proved to be very useful. The faculty members also attend workshops, seminars and conferences for their professional development. These experiences are shared with other faculty members also. Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring. The institution also provides the faculty with resources and materials related to the curriculum.

5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution has website: www.christbhopal.com and the website is regularly updated. The following information has been posted on the website:

- Mission and Objectives
- Management
- Faculty Profile
- Features
- Courses
- Infrastructure
- Extension Services
- Chronicle of events

5.2.6 Does the institution have a remedial program for academically low Achievers? If yes, give details.

The institution has a remedial program for academically low achievers.

- **Low achievement in teaching skills:** Low achievers in teaching skills are first identified through micro teaching. Remedial classes are taken for the low achievers and proper guidance to the teacher trainees are given for the preparation of the lesson plan.
- **Low achievement in theory course:** Low achievers in tutorials, internal tests and content enrichment program are identified as well. Teacher trainees are encouraged to solve previous exam papers that are checked so as to diagnose their problems. They are given suggestions and guided for further improvement so as to ensure that they achieve the expected levels.

5.2.7 What specific teaching strategies are adopted for teaching – a) Advanced learners b) Slow learners?

The institution has not classified learners into advanced and slow learner categories but specific teaching strategies have been adopted in the institution during the lecture.

Advanced Learners

- Theory lectures are conducted through interactive sessions.
- Co-operative learning plays a significant role in co-curricular activities.
- Encouragement for paper presentations with use of ICT tools.

Slow Learners

- Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignments.
- Repetition of course contents with slightly limited quantum is the technique adopted in case of slow learners.
- Remedial classes for the slow learners according to the subject and need.
- Organizing refresher classes for microteaching skills and lesson plan preparation of macro teaching.

5.2.8 What are the various guidance and counseling services available to the teacher trainees? Give details.

- The institution provides guidance and counseling services to student teachers. In guidance services, educational and career development and vocational opportunities are the two major areas available to the them
- Student Teachers are guided to be self independent.
- Information is given to the teacher trainees regarding the need and benefits of further education.
- The institution also informs the teacher trainees about various competitive examinations conducted by the state government for filling in various teaching and administrative posts in the state education departments.
- Guidance is given about job opportunities, application procedures, and interview preparation to the teacher trainees. The counseling service is useful to those teacher trainees who need inputs for psychological adjustments and improvements in self image.
- Through mentoring system the faculty tries to find out the causes of maladjustment in some student teacher. The faculty is able to provide the right kind of counseling and feedback to these teacher trainees. Teacher trainees are constantly motivated to focus in their studies.

5.2.9 What is the Grievance Redressal Mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years?

The grievance redressal mechanism in the institution works both directly and indirectly. The students and faculty are free to contact the grievance redressal cell for the purpose directly or through the suggestion box or complaint box. There has been no major grievances experienced in the institution as of yet.

5.2.10 How is the progress of the candidates at different stages of program Monitored and advised? Monitoring Teacher Trainees' Progress

As per the Barkatullah University requirements, the institution is required to conduct internal assessments during the program period.

- Formative evaluation for theory learning is done through tutorials, Assignments, projects, internal tests, term end and pre-university examinations.
- Teaching competency is a vital aspect of the teacher training program. To achieve this, an elaborated microteaching session, micro lessons, integrated lessons, school lessons are conducted during the course and achievement of teacher trainees is seriously looked into by the faculty. Intensive practice, orientation, feedback and guidance are given to low achievers.

5.2.11 How does the institution ensure the teacher trainees' competency to begin practice teaching (Pre – practice preparation details) and what is the follow up support in the field (practice teaching) provided to the teacher trainees during practice teaching in schools?

Pre-practice teaching:

- For each micro lesson, intensive orientation is provided about the micro skills, their component sub skills, the need and significance of each skill is taught and discussed in detail .Teach and re teach of the skills are done meticulously.
- The Teach and Re-teach are evaluated by the teacher educators using rating scales and appropriate feedback is given by the teachers and peer. Only after the teach lessons, re-teach sessions are conducted, and only after the re-teach lessons indicate desirable improvement the next skill is introduced.
- Use of audio visual aids and proper guidance for developing lesson plans is given to the teacher trainees.

- Lesson plans are carefully corrected and suitable modifications are suggested.
- Observation of the real teaching situation at the demonstration school within the campus.

The student teachers are provided with follow up support during the practice teaching program which includes guidance and feedback from the faculty and observers.

- Quality of lesson plans
- Planning of different stages in the lesson
- Proper use of micro – skills
- Teaching – learning of core elements and values
- Teacher preparation, confidence and delivery of content knowledge
- Teacher effectiveness
- Unanimity in planning and actual performance

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association?

If yes,

Yes, the institute has Alumni Association; the name of the organization is Christ Ex-student's Association shortly name as CESA

i) List of the current office bearers

- President - Dr.Fr. John Ollukaran
- Vice president- Ms. Shagufta Baig
- Secretary- Mrs. Jaya Saini
- Treasurer- Mr. M.D. Paul
- Joint Secretary- Mrs. Sinimol

ii) The year of last election

The last election of alumni was held in the year 2011-12. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by common consent and nomination. The president of the alumni association has the authority to appoint other office bearers. The objectives of the association are as follows –

- To help in establishing a professional code of conduct for the students passing from the college.
- To nurture relationship with the Alumni and engage them in the activities of the college.
- To coordinate and promote programmes that instills goodwill and pride and provide opportunity for professional growth and social interaction.
- To promote and enhance effective communication between the college and its Alumni.

iii) List of Alumni Association activities of last two years.

In 2012:

- Teachers' orientation Programme
- Health and Hygiene Programme

In 2013:

- Interaction session by Alumni
- Technology based smart class
- Workshop on "How to face an interview"
- Visited to Orphan age

iv) Details of the top ten alumni occupying prominent position.

President	Dr.Fr. John Ollukaran
Vice-President	Ms. Shagufta Baig(At present working at Christ College)
Secretary	Mrs. Jaya Saini(At present working at Christ College)
Treasurer	Mr. M.D. Paul(At present working at St. Xavier School)
Joint Secretary	Mrs. Sinimol(At present working at St. Xavier School)

Members	Mrs. Pampa Karar Mrs. Shweta Dixit Fr. Sebi Mrs. Suma Jose Mrs. Sri Kumari Mrs. Rajshri Soni Mrs. Hemalata Rajput Mrs. Mary Mathew Ms. Priya Gehani Ms. Shiva Porwal (Working in Hindi & English medium of St. Paul School)
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v) Details of the contribution of Alumni to the growth and Development of the Institution:

- The alumni have evaluated the functions of teaching – learning and practice teaching in the institution.
- This evaluation has made it possible to estimate the proficiency, teaching skills and dedication of the teacher educators.
- Some of the alumni have suggested new areas for programs to be conducted outside the institution in the form of social work.
- They have provided relevant information regarding the strengths, weaknesses, opportunities and threats to internal assessments of the teacher trainees. Thus, the alumni have

provided the required educational feedback from time to time that is useful for management of quality control.

5.3.2 How does the institution encourage student teacher to participate in extracurricular activities including sports and games? Give details on the achievements of teacher trainees during the last two years.

The institution constantly encourages the student teachers to participate in extracurricular activities through following measures:

- The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession. Teacher trainees are encouraged to participate in extracurricular activities.
- The institution organized various competitions like Teaching aid competition, Dance, Song Etc. and the winners are awarded with certificate of merit.
- The Faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. Certificates and awards are presented to the winners and are felicitated by the guest or the head of the institution.
- The institute made it compulsory to participate in National Seminar organized by the college and provided Certificate of Participation.

5.3.3 How does the institution involve and encourage teacher trainees to Publish materials like catalogues, wall magazines, college magazine and other material. List out the major publication(s) / materials brought out by the teacher trainees during the previous academic session.

Teacher trainees are given an opportunity to present and publish papers in conferences. Their sincere efforts are appreciated and the institution felicitates them as well during the annual prize distribution ceremony.

5.3.4 Does the institution have teacher trainees' council or any other similar body? Give details on constitution, major activities and funding.

Management Committee (GMC)

Rev. Dr Fr. Anto Karokaran	Chairman of Governing Body President, CMI Seva Sangh (Regd.), The Foundation Society.
Dr. Fr. Johnson Vadakkumchery	Secretary of the Society(Society Nominee)
Dr. Fr. Oliver Inchody	Manager of Christ College
Dr. H. Madani	Arabic Department ,BVV Bhopal
Dr.(Mrs.) D. Viswas	Govt. Narmada College, Bhopal
Fr. Denny V. George	Finance Secretary
Dr. I.B. Singh	Additional Director, Higher Education, M.P.
Mrs. Rony Joy	Christ College B.Ed. Faculty Representative
Fr. Thomas, Principal	St. Paul School
Fr. Anto Kanjirathingal	Vice Principal, St. Paul School
Fr. Johnson SV	Society Nominee
Dr. Fr. John Ollukaran	Principal and Ex-officio Member Secretary

Major Activities

Day Celebration: Important days are celebrated by the institution. All teacher trainees are encouraged to participate and conduct the program. Various days of

importance and heritage are celebrated according to the Year Plan.

Blood Donation Camps: A sense of humanness is created through the blood donation camps organized in the institution.

Educational Visit: Science Center and Manav Sangrahalay Museum, Sanchi, Bhimbetka, Islamnagar, Samardha forest, State Museum, National Forest etc. Educational tour to Hyderabad.

Competitions: Essay writing, debate and elocution competitions are organized on different educational issues. Teacher trainees are encouraged to participate in intercollegiate competitions as well.

Sports: Yoga and sport activities like badminton, carom, chess, volleyball, kho-kho, kabbadi, cricket and dodge ball etc are played.

Recreational Activities: Cultural activities are conducted by the cultural committee.

Guest Lectures: Guest lecturers of prominent educationists, administrative officers, educational thinkers and experts are organized for the teacher trainees to enhance their knowledge in the field of education.

Annual Gathering: The annual gathering is organized for teacher trainees. Different entertainment programs, competitions and prize distribution ceremony are well planned and implemented.

Funding: Self Finance

5.3.5 Give details of various bodies and their activities (academic and administrative) which have student representation on it.

Types	Bodies
Academic	Social Service
	Health Program
	Study Group
Administrative	Placement
	Alumni
	Student welfare

We give maximum opportunities to the teacher trainees to represent the academic and administrative bodies

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the program and the growth and development of the institution?

Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

5.4 Best Practice for Student Support and Progression

5.4.1 Give details of institutional best practices in student support and progression.

A. Title: Provision for better opportunities in professional career

The Context: The teacher education course is a professional course. Teacher trainees seek jobs as soon as they finish the degree course like, B.Ed., and M.Ed.

Objectives:

- To develop a database of teacher trainees for placement.
- To orient teacher trainees to write applications, preparation of resume and interview techniques and skills.
- To disseminate information about job opportunities.
- To organize placement programme.
- To create awareness about the rules and regulations for teachers and ethics of the teaching profession.

The Practice: The institution provides information about teacher trainees' academic achievement to the schools for available job vacancies. Workshops and expert lectures are organized for teacher trainees to enhance professional skills required for obtaining a job. Campus interviews are organized by the institution and the authorities of the respective schools conduct the interviews. Short listed teacher trainees are given an opportunity to conduct demonstration lessons in the respective school.

Obstacles: As they go for higher studies they may not be reachable for placement. Teacher trainees return to their native places after the completion of the course and are not reachable for further communication.

Impact: Teacher trainees become more professional and career oriented. An awareness of professional skills and ethics required making their teaching career successful and accountable is created in the teacher trainees.

Requisite resources: Placement Cell has been established. A professor in-charge is appointed. A student's

representative is given. All type of administrative help is provided by the office. Financial support is provided by the college

B. Title: Women Empowerment

The Context: Majority of the teacher trainees in the institution are female teacher trainees. Empowering them about their needs, rights and freedom is essential for them to become competent and confident teachers and value oriented citizens

Objectives:

- To create an awareness of human rights in female teacher trainees
- To develop the personality and ensure sound physical and mental health of female teacher trainees

The Practice:

- Expert lectures are organized for female teacher trainees to make them aware of the importance of sound physical and mental health.
- Workshops are conducted to make them fearless.
- Demonstrations are conducted to orient them on the importance of physical fitness and well being.
- Celebration of Women's Day with full enthusiasm.

Obstacle: Limitations to look into the personal details and family problems of married female teacher trainees are one of the major hurdles in the practice. The institution has a heterogonous group of female teacher trainees with varied educational and financial background.

Impact: Teacher trainees become self independent, confident and make an appreciable progress in developing their own personality by giving the first priority to their education and well being. This enables them to have a positive outlook in their life.

C. Title: Development of techno savvy culture in the institution

The Context: Technology is an essential feature for successful curriculum transaction in India in the new millennium. In the present technology era, it is a need to be techno savvy for the professional teacher. There are various devices and gadgets that can be used for effective teaching learning process. It has been realized that this can be achieved by providing opportunities to use the available technology effectively.

Objectives:

- To orient teacher trainees about the different technological tools and techniques that is useful in the educational process.
- To enable and encourage teacher trainees to make judicious use of Technology.
- To provide online-offline resources useful in curriculum transaction.
- To create awareness about safe and secured measures for browsing the internet and websites.

The Practice: The B.Ed. program begins with the orientation of teacher trainees about the effective use of computer resources in education by giving a demonstration for the same. The institution provides a modern computer laboratory and free internet access in its campus for all the teacher trainees.

Obstacles: The main technical difficulty encountered is the computer virus which freezes the data on the computers, because teacher trainees fail to scan their pen drives and CDs. As a result of which they become non functional. Mishandling use of computers causes external damages.

Impact: Teacher trainees get an opportunity to learn and handle technological devices. This gives them confidence in using computers for day to day teaching. They also learn the importance of online resources which are useful for effective

in curriculum transaction. It also ensures development of positive attitude in teacher trainees while making use of technology in the teaching learning process.

Requisite Resources: Software related to education has been installed in the computers which is very useful for the teacher trainees.

D. Title: All round development of the teacher trainees

The Context: The institution has availed these schemes in the best possible manner to bring out the all round development of teacher trainees

Objectives:

- To develop dignity of labor and proper work culture amongst the teacher Trainees.
- To provide financial support to teacher trainees.
- To provide special academic guidance to teacher trainees.
- To organize programs in order to sensitize the teacher trainees about various social issues.

The Practice:

The institution organizes regular programs for teacher trainees. The following activities are carried out under the scheme:

- Personality Development
- Health and Hygiene programme
- Yoga and meditation
- Nutrition
- Life skill
- Value education
- CCE-Continuous and comprehensive Evaluation
- Orientation in Interactive SMART classroom.

Impact:

- Teacher trainees become confident, motivated and conscious about their potential. They also become aware of their hidden talents and skills. They become aware of the present trends of educational pedagogy

and recent reforms in the examination and evaluation system.

- Deserving candidates are awarded prizes and certificates.
- Teacher trainees acquire knowledge and skills to be competent and well trained teachers.
- All round development of teacher trainees is achieved.

Requisite Resources: Institution provides stationary and clerical assistance.

5.4.2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to student support and progression?

Quality Sustenance and Enhancement Measures undertaken by the institution are as follows:

- Internet facility is made available for teacher trainees in ET lab and library free of charge.
- The institution has 46 desktop and 2 laptop for the use of faculty and teacher trainees to enhance learning and teaching process.
- Four computers have been provided for teacher trainees for their work on the campus.
- Free educational software and presentations have been kept in ET lab for teacher trainees.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 What are the institutions' stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Vision

Christ College aims at maintaining a delicate balance between excellence and empowerment through holistic approach toward excellence in every facet of this institution's life without compromising the commitment to society, especially to the weaker sections, empowering them to emerge as leaders who can discover their capacity to transcend everything that prevents them and others from becoming mature and better human beings in order to fulfil the specific mission God has given to each one.

The specific vision of the college is inscribed in the motto; "excellence and Empowerment". It aims at a holistic approach toward excellence in every facet of this institution's life. Excellence, however, without Empowerment of the needy would be dehumanizing. Hence, Christ College wants to inculcate in her alumni a deep sense of commitment to society, especially to its weaker sections. Through outreach programs by the alumni and staff we are able to fulfil our vision. Empowerment on the other hand, without excellence would be sterile. Hence, Christities have to maintain a delicate balance between excellence and empowerment by informing alumni from time to time the vacancies available in various institutions and arranging interviews for the same.

Mission

Leadership is for the realization of Jesus' vision for a just and human society where dignity of the human person is upheld, where unjust social structures are challenged,

where our cultural heritage of 'Ahimsa', religious harmony and national integration are nurtured, and where the poor and the marginalized are specially taken care of where every human being recognizes God as their heavenly Father and every other human being without any distinction or discrimination as own brothers and sisters making one Human Family "Vasudaiva Kutumbakam".

Through Christ College, we envisage to form the future educators, teachers, leaders and citizens who are intellectually competent, spiritually mature, morally upright, psychologically integrated, physically healthy and socially acceptable, who will champion the cause of justice, fraternity, liberty, equality, love, truth and peace and who are ever open to further growth.

The well-groomed teachers who are leaving the portal of this temple of learning are moulded to decipher the unique potential of a child and possess the passion to impart imaginative, innovative and hands-on education creating a child-friendly environment in their future institution to carve out a promising future to the children under their care fashioning them value based citizens useful to our country and to the world at large.

Modes of communication of vision, mission and objectives:

The vision, mission and objectives are communicated to the students, teachers, staff and other stake holders through:

- College Website
- Prospectus
- Display Boards in the College Premises such as Library, Canteen, Labs (E.T., Science, Computer, Psychology, etc.)
- Presentation during Induction Program, Alumni Meetings, Conference, Seminars & Workshops, Staff Meetings,

Governing body meetings, Cultural Programmes, Sports Events

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the specific vision of Christ College is inscribed in the motto- *Excellence and Empowerment*. It aims at a holistic approach toward excellence in every facet of this institution's life. This is achieved through various activities like workshop on health and hygiene, orientation programmes for rural children, rural teachers' training, and utilizing ICT in class rooms, enriching high standards in academics and by outreach programmes.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

For effective and efficient transaction of the teaching and learning process various committees are instituted.

- CMI *Seva Sangh*-Meeting held once in a year
- CMI Education Board-Meeting held twice a year
- Governing Body-Meeting held once in a year
- Managing committee-Meeting held once in a year

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The Principal and HOD design the policies and plans which are implemented after discussions with the staff members,

through various committees. The meetings are held bi-annually for planning the future programmes.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- The Principal often meets the stakeholders such as university personnel, alumni, staff and students through group and personal meetings etc.
- The institution gets feedback from current students, alumni and teachers.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The institution identifies and addresses various barriers by-

- Students feedback to improve the quality
- Seeking advice from the experts
- Group discussions
- Suggestion boxes
- Staff meetings

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- The entire faculty is involved in planning and executing of various activities.
- The action plan is implemented under the guidance of Heads of the committees. The reports of the programmes are informed to the Principal timely.

- The Principal provides freedom for planning and action plans according to the need of the time for fulfilling the vision and mission of the institution.
- A yearly meeting of the governing body is held and monthly meetings of the staff are held to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

- The Head of the Institution is supportive and provides freedom to the staff for transaction of curriculum. The library is equipped with latest technology and journals for references and selecting innovative ideas in the field of teaching.
- The Principal of the college delegates authority to the Head of the committee. The in-charges are given the freedom to plan and execute the activities.
- The college grooms leadership by decentralising the yearly planned activities among the staff. The programme in-charge in consultation with the Principal chalks out the programme outline. The staff extends the wholehearted support to the in-charge of the programme/activity.

6.2 Organizational Arrangements

6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The institution constitutes various committees for the smooth functioning of different institutional activities-

Governing Body:

Frequency of Meetings – Once in a year

Decisions of the Meeting

- Budget and developmental work is prepared for the entire year and is approved.
- Discussion and suggestion on improving the quality of academic achievement.

Academic Council(Staff Council):

Frequency of Meetings - Every Month

Decisions of the Meeting

- Admission procedure, course outline
- Discussion about Academic Calendar, Time Table, Syllabus distribution, Allocation of the duties of the teachers etc.
- Plan and execution of M.Ed. Admission schedule.
- Maintenance of all the records regarding admission procedure for B.Ed. and operates an information counter during online counseling period.
- Planning of the M.Ed. dissertation schedule.
- Allotment of the faculty for the respective candidates that have to be guided for the purpose.
- Planning and execution of extension activities for the institution.
- Planning and execution of Micro Teaching, Macro teaching practice
- Planning of Assignment, Observation, Lesson Plan and the Particulars
- Decision to seek permission from schools for teaching practice, Preparation of students for record
- Look into all affairs related to examinations and Continuous Assessment.
- Internal assessment (Practical) and Revision Test
- Organizing Final Practical (External Assessment)

Admission Committee

Frequency of Meetings- Twice in a year

Decisions of the Meeting-

- For B.Ed. –Check list of all the documents to be submitted should be displayed on the notice board to avoid inconvenience of completing admission procedure in college.
- For M.Ed. – Preference will be given to B.Ed. Pass students.
For admission to M.Ed. course following weightage will be followed-(1) Qualifying exam marks (B.Ed.)-50% (2)Interview-30% (3) Entrance test – 10% (4) Contribution to education – 10 %

Planning Committee

Frequency of Meeting- Twice in a year

Decisions of the Meeting-

- Distribution of period in the time table.
- Duration of micro teaching.
- National seminar to be organized on the topic 'Value education- issues and challenges'.
- Students' council election.
- Educational tour incharge- Ms. Preeti Shrivastava & Mrs. Rony Joy
- Pre-University exam (30/10/12 to 10/11/12)
- Fare well to B.Ed. students

Research Committee

Frequency of meeting- Once in a year

Decisions of the Meeting

- To bring 10 title related to education for dissertation, by every student.
- Distribution of students under the guide.

- Need of guest lectures in certain topics related to methodology of research.

Cultural Committee

Frequency of Meetings – Twice a year

Decisions of the Meeting-

- Extracurricular activities according to the Planner
- Planning of yearly cultural programmes and events.
- Programme and activities related to environmental and social awareness will be conducted.
- Tree plantation and Blood Donation Camp will be conducted.

Guidance and Counselling Committee

Frequency of Meetings – Once in a year

Decisions of the Meeting-

- It was decided to give students choice of selecting their mentor and register their names.
- Decision about organizing related programmes.

Alumni Association

Frequency of Meeting - Two

Decisions of the Meeting-

- Follow up of the Alumni's and motivation of the present teacher trainees for professional and personal excellence
- Organizing Social Outreach Programmes

Library Advisory Committee

Frequency of Meeting - One

Decisions of the Meeting-

- Display of New Arrivals
- Subscription of Journals

- Ordering of New Books
- Day wise allocation for transaction
- Suggestions from the students through suggestion boxes.

Student Council

Frequency of Meetings - One

Decisions of the Meeting-

- Work with co-ordination of the Student Union Council in their various activities(Curricular, Co-curricular, Extracurricular)
- Inculcation of discipline and following the institutional ethics regarding punctuality and any other information.

Grievance Redressal Committee

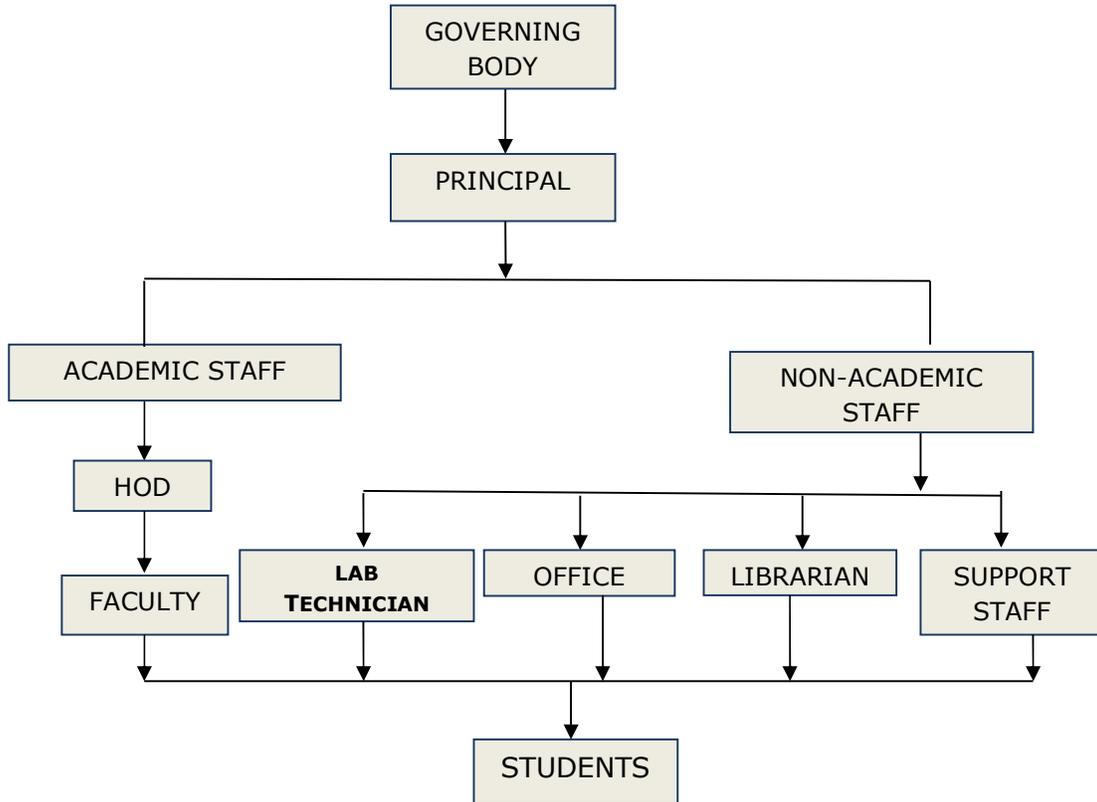
Frequency of Meeting - One

Decisions of the Meeting-

- Collection of grievance or complaints from students and staff through the suggestion box both directly and in directly.
- Identification and communicating the difficulties faced by the female students of the college, if any.
- Organizing women oriented activities.
- Keeping the students, staff and faculty well informed about the desired conduct at the campus through regular notice and circulars.

6.2.2 Give the organizational structure and the details of the Academic and Administrative Bodies of the Institution.

Academic and Administrative Bodies



6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The planning of academic programmes is carried out collectively by the Principal and the staff, as decided and directed by the University and state government education department.

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institute coordinates with other sections and departments through:

Personnel Meeting

- Meeting and coordination with the District Education Officer for government schools and Principals for private schools for the practice teaching schedules.
- Faculty members meet the concerned school Principal and chalks out the practice teaching programmes.

Feedback

- Feedback and suggestion from school Principals; teachers are taken verbally and written from the schools where practice teaching is held.

Individual Participation

- Participation of student teachers in school activities during practice teaching.
- Involved in the planning of the macro lesson plans with the concerned school staff.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, institution uses various data and information obtained from the feedback given by various stake holders including alumni which serves as a useful tool in decision making and performance improvement. Feedback is taken in the form of interviews, discussion and questionnaires.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department's creating/providing conducive environment)

The college provides conducive environment to the faculty members for their professional growth by motivating them to attend seminars, workshops and various programmes. The faculty members of share their knowledge of specific subject among themselves.

6.3 Strategy Development and Deployment

6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No, the Institution is not having an MIS.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Human and financial resources are complimented when needed from the sister concerned-CMI Institutions to sustain the changes.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The education college was set up by the CMI Society on the basis of Christian Policy of Education. CMI Society supports to implement the mission and goals whenever needed with human and financial resources. Running expenses are met through fees collected from students.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan is prepared in the beginning of the session after the detailed discussion among the Principal, HOD, staff members, and student teachers and then it gets finalised. In the beginning of the session Micro skill development classes are planned. Practice teaching of macro lessons are planned in consultation with various school Principals after getting permission from DEO.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives of the institution are communicated to the student teachers and all other stake holders through prospectus, induction programme of educational curriculum. In the common meeting of all teaching and non-teaching members of the institution the objectives are presented discussed and arrived at conclusion for implementation. Individual suggestions and concerns are taken into account.

6.3.6. How and with what frequency is the vision, mission implementation plans monitored, evaluated and revised?

Institution has been formed on its Vision and Mission based on the objectives. The vision, mission and objectives are same and not changed. It is evaluated annually.

6.3.7 How does the institution plan and deploy the new technology?

After a brain storming session and after a study on latest technology and consulting sister concerns, the institution deploys the latest technology in teaching learning processes.

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The Principal studies the self appraisal forms of the staff members, identifies their need and facilitates for the career progression.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The evaluation of teacher is done by self appraisal report, student feedback on teachers and the evaluation is used in improving the performance by the Academic Council.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

- Duty leave- Duty leave is provided to attend workshop, seminars and conferences.
- Adjustment in teaching schedule-As per requirement, for eg. During research work, administrative responsibility
- Loan facilitation- Loan facilitation is provided by the management to the staff.
- Transport facility-Transport facility is provided whenever needed.
- Maternity leave as per rules

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has not conducted a formal staff development programme for skill up-gradation as of yet. However, non-formal faculty development programmes are constantly organised among the staff and are encouraged by the management.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The recruitment policy is followed as per the NCTE norms. The institution recruits and retains diverse faculty and other staff by advertising the vacant posts in the leading newspaper. The applications received are processed and an interview is conducted by staff selection committee headed by the principal and containing representatives from the Board of Management and Senior Faculty from peer institutions. The selected candidates are informed about the selection and willingness is accepted before issuing appointment orders. Panel interviews are also conducted for the regular faculty. The salary structure of regular faculty is as per NCTE norms but experience and qualification is also taken into account.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Yes, the college has the freedom of employing Adhoc faculty. Their work duration is flexible.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institute support and ensure the professional development of the faculty in several ways. They are as follows-

- Adjustment is made in teaching schedule
- Library and internet facility is provided
- Facilitates to participate in seminars and workshops
- Organizes lectures, workshops, seminars

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The physical facilities provided to faculty-

- Well furnished office, staff room with computers and individual cell
- Well furnished cubical for Professor and Reader.
- Class rooms
- Availability of resource materials, internet and computer

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Information to faculty members is provided through meetings. A suggestion box is provided to make suggestions. Information is provided through colleges' website which is updated timely, college office and through phone.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Workload is allocated as per the norms of NCTE. Faculty members are involved in various activities which are planned in the beginning of the academic year according to their qualifications. Teachers are getting sufficient time to carry out activities and adjustment is also allowed if needed.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the institution has the mechanism to motivate staff members to pursue further studies and reward for their contribution for the development of the institution.

- Award for the best paper presentation; best teacher
- Honouring for organising workshop
- Honouring for publishing book

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

The institution is a self financed college and is receiving no grants and financial support from government or any other agencies. The income and revenue generated is through fee collection.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The institution has not opted for any resource mobilization through donations.

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the institute is adequate to cover the day to day expenses.

6.5.4 What are the budgetary resources to fulfil the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

Photocopies of Budget are enclosed in the audit report of the institution.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit pares, objections raised and dropped).

Yes, the accounts are audited regularly. The details are enclosed for your kind information.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes, the institution has its finance management system computerised. The details are enclosed for kind information.

6. 6 Best practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

- Friendly Environment

- Decentralised System
- Suggestions are given due consideration
- Freedom for planning
- Welcoming innovative ideas
- Emphasis on Yoga, Meditation and Nutritional awareness.

Criterion VII-Innovative Practices

7.1 Internal Quality Assurance System:

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its Year of establishment, composition and major activities undertaken.

No, the IQAC is not established by the institution. But the institution had been assessing the quality through other means. The chairman of the CMI Society (Fr. Provincial), in his tenure of three years of administration visits the institution twice & then interacts with the staff and students to assure the internal quality. CMI Education Board meets biannually and evaluate and plans and proposals to make sure the excellence of education. Strength and weakness of the staff members are discussed individually with the concerned teacher to plan for the future in goal setting at higher pitch.

Our institution is a teacher training institute affiliated to Barkatullah University Bhopal and we follow the syllabus framed by the University. In the beginning of the academic year, all the curricular and co-curricular activities are planned according to the syllabus. In the first faculty meeting, the work load is distributed; the faculty informed about the courses to be taught and the activities to be undertaken in the academic year.

In Micro teaching, all types of teaching skills are duly planned and effectively executed by the faculty. As regard with the internship programme the institution approaches the District Education Office and Management of Private institutions for allotment of schools. The best schools are selected taking into consideration certain aspects like urban/rural area, govt. /private schools and missionary/non-missionary schools. Regular supervision from the teacher educators, school principals and teachers

of the concern practice teaching schools are ensured. Feedback taken from all stakeholders is evaluated by the faculty.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution is a teacher training institute conducting courses leading to M.Ed. and B.Ed. Therefore, it is felt that curricular objectives and goals of these programs need to be achieved. The evaluation mechanism of the institution for evaluation of the goals and the objectives are as follows:

- The summative evaluation outcomes are taken into consideration and the final results are scrutinized. For this purpose, grade wise analysis is undertaken. The number of successful candidates and failures, division wise and course wise with the highest and the lowest scores are considered.
- The performance of teacher trainees in subsequent examinations and the research dissertations of M.Ed. are assessed and evaluated.
- The teacher educators being the backbone of the teacher education program, quality of their performance decides the quality of the student teachers. Therefore, to maintain the quality in their performance, following evaluation mechanisms are being used, like
 - Self Appraisal by the Teacher Educators
 - Student appraisal of teacher educators
 - Monitoring and appraisal of teacher educators by the principal
 - Appraisal by the management
 - Peer appraisal
- The opinion and feedback regarding the teaching and administration of courses is collected from the student teachers at the end of the year. The data collected are

analyzed and discussed with Principal and HOD who helps personally to diagnose the problem. The friendly advice creates a sea change among faculty in finding ways and means for improvement in Teaching.

- In addition we have the grievance redressal committee, and a suggestion box which helps in understanding the problems and consequently addressing them to realize the objectives.

7.1.3 How does the institution ensure the quality of its academic programmes?

The college ensures quality in all its academic endeavours by emphasizing quality improvement, particularly with focus on the results through:

- Involving the teacher educators directly in all academic improvement processes by conducting staff meetings every month.
- Discussions with respect to review the work done, evaluate it, and bring modifications wherever necessary.
- Timely feedback on one to one basis and providing support to improve student teachers educational performance;
- Use of technology in the academic spectrum;
- Report about institutional performance and achievements made available to the stakeholders.
- Modifications are brought about to meet the educational requirements through the use of ICT, conduction of workshops and using innovative teaching methods in the class room.
- Accomplishing Learning objectives framed by the teacher educators.
- Peer observation of practice teaching lessons by students.

- Observation of teacher educators lectures by the Principal during the academic year.
- Workshops and enrichment programmes for teacher trainees and teacher educators by experts and researchers in the field of education.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The college ensures total quality management in all its aspects. The following practices are in-built into the system to ensure the quality of its administrative and financial management processes.

- Feedback from the faculty, and employees
- Transparency in the matters related to finance and administration
- Internal audit system
- Annual auditing through Chartered Accountant
- Feedback from students
- Grievance Committee/Complaint/Suggestion Box

Besides this, Management of the Institution conducts regular meetings to deliberate on issues like discipline, up gradation of resources, and monitoring of the support staff.

- The college ensures that various partnership programmes are conducted towards quality enrichment to meet the emerging societal needs.
- Reports related to activities conducted are submitted by the Principal to the management board.
- Expenditure report is submitted with respect to all expenditures incurred in an academic year.

- Various committees have been constituted to do the needful in specific aspects.
- All the committees plan their activities in detail and an overall plan of all the activities is developed.
- The teacher trainees are provided with proper information of the academic year through the academic planner.
- The teacher trainees are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section.
- The administrative set up; its functions, limitations and changes if any to be implemented are discussed in the faculty meetings.
- The financial management processes and dealings are made and kept transparent.

7.1.5. How does the institution identify and share good practices with various constituents of the institution.

The committees that have been constituted for the smooth functioning of the institution submit the reports of the activities conducted to the Principal. The reports submitted are scrutinized.

The Best Practices are discussed at various platforms like the Research committee, Management Meetings with the Principals where brain storming and deliberations about various issues take place.

- Frequent mutual interaction facilitates identification of good practices
- Discussions are held formally during workshops / seminar sessions.
- Celebration on special days, achievements of faculty members, birthdays etc.

7.2 Inclusive Practices

7.2.1. How does the institution sensitize teachers to the issues of inclusion and the focus given to these in the national policies and the school curriculum?

- The institution provides an ambience where equal opportunities and facilities to groom into fullness to every section of the society.
- This policy of inclusion is perfectly in tune with the vision, mission and objectives of the institution.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Equal participation of all student teachers in all the college activities encourage them to learn about inclusion and gender issues through extension activities and through various activities. The institution is of the opinion not to disturb the existing environment by highlighting these differences. We believe in oneness of humanity with god as father of all and all human beings are brothers and sisters making one human family- *VASUDEVA KUTUMBKAM*

These activities develop interpersonal relationship, adaptability, removal of prejudices, humane and integrated values, discipline and code of conduct. Students are sensitized on the issues related to gender-based disparities, prevailing misconceptions and their overall impact on growth of human race and society.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Various activities are incorporated to foster positive social interaction and self motivation. They are achieved through:

- Assembly (including prayer, thought ,important news and short description of the important days)
- Student's council
- Educational visits
- Organizing seminars
- Co curricular activities like singing, dancing, rangoli, slogan making, poster making, and salad making etc competitions.
- Tutorials
- Mentoring
- Extension activities
- Practice lessons
- Celebration of national and public festivals
- Community services and outreach programmes

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Student Teachers are made proficient in working with children from diverse background through:

- Practice teaching schools
- Visit to institutions working for the underprivileged and differentially able.
- Extension activities and outreach programmes
- Teaching the underprivileged children through literacy programme.

- Equal opportunities for students in social activities providing exposure to the real society they are to face in future
- Participation in the diverse-community festivals and through talks and discussions on prominent personalities hailing from different socio-economic-cultural backgrounds.
- Student teachers are made to understand that variety is rooted in and demonstrated by the nature of creation. This is an asset. Beauty lies in variety. Respect and protect it.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-able students enrolled in the institution?

The institution is well equipped with infrastructure that caters to special need of differentially- able students. There is a ramp for entry in the building and a wheel chair available for their convenience. There is provision of fee concession and any other help and aid that is required by the student.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college has constituted a Grievance and Redressal Committee which deals with women and sexual harassment if any. Any girl student of our college can place her complaint either in suggestion box or to the Grievance Committee.

Women student enjoy a respectable position in the institute and provide leadership. No complaints are ever received by the office on gender related issues as of yet. The college has provided a separate Girls Common Room to women students.

7. 3 Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Stakeholders can have access on academic and administrative information through the college:

- Institution's Website – www.christbhopal.com
- Brochures, prospectus and Souvenir
- Administrative Records like Budget, Audit Report.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements through:

- Staff meetings which are held once every month.
- Improving the quality of training programmes: with respect to lectures, and other activities conducted.
- Making adequate provision for the professional enrichment of all teacher educators
- Creating appropriate committees to monitor the adherence to proper standards in the program.
- Working in close collaboration with practice teaching schools
- Keeping an active touch with the alumni to understand changes in the school pattern.

- Faculty members are briefed about corrective steps to be taken.
- Faculty members are briefed about the reinforcements to be provided
- Successful acts and effects of the students are appreciated and rewarded.
- Trophies and merit certificates are given to meritorious students for the success of their qualitative efforts in curricular and co-curricular activities.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback mechanisms adopted to collect data from student teachers, alumni, professional community and other stakeholders on program quality are:

- a. Personal discussions
- b. Formal questionnaire
- c. Written suggestions from students, practice teaching schools, Alumni
- d. Management board

Data collected is then segregated according to the area of suggestions like:

- Improvement in lecture programs
- Change in the attitude of teacher educators
- Preparedness of teacher educators for their lectures
- Use of technology by teacher educators

- Understanding student teachers problems
- Upgrading the guidance given by the teacher educators
- Practice lessons given by the teacher trainees
- Behavior of the student teachers in their respective practice teaching schools

The college ensures that the data collected is analyzed and remediation done. Feedback is given to the student teachers and quality is ensured. The teacher educators and the student teachers are counseled personally by the Principal and at times by the counselor. Follow up is also done to check the improvement and the implementation of the suggestions.

7.4 Other features of significance

- Value added sessions on skill and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning
- System of institutional quality assessment is in place.
- The college caters to the needs of disadvantaged groups of students by providing them reservation and other facilities as per the government norms.
- Grievance and Redressal Committee addresses gender related issues. The institution is predominantly attended by women students.
- The college monitors the growth of disadvantaged students.
- It has excellent rapport with alumni, parents and practice teaching schools.
- Students have good relations with faculty. Environment is learner-friendly.

D: DECLARATION BY THE HEAD OF THE INSTITUTION

Declaration

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

Fr. Dr. John Ollukaran,
Principal,
Christ College, Bhopal (M.P.)

(Signature with seal)

Place: Bhopal
Date: 09.08.2013

