



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1. Name of the Institution

CHRIST COLLEGE

- Name of the Head of the institution **Dr. Fr. Johnson S.V.**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **07554278601**
- Mobile No: **9425691997**
- Registered e-mail ID (Principal) **christbhopal@gmail.com**
- Alternate Email ID **frjohnsonk@rediffmail.com**
- Address **St. Paul Campus, P.B. No.7, Anand Nagar, Bhopal**
- City/Town **Bhopal**
- State/UT **Madhya Pradesh**
- Pin Code **462022**

2. Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Co-education**

- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Barkatullah University, Bhopal**
- Name of the IQAC Co-ordinator/Director **Dr. Diwakar Singh**
- Phone No. **07554278601**
- Alternate phone No.(IQAC) **9425691997**
- Mobile (IQAC) **9425024983**
- IQAC e-mail address **christbhopal@gmail.com**
- Alternate e-mail address (IQAC) **christbhopal@gmail.com**

3.Website address

<https://www.christcollegebhopal.org/index.php>

- Web-link of the AQAR: (Previous Academic Year) https://christcollegebhopal.org/siteadmin/document/1684216082_AQAR_2020-2021.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICICS&submenu=Academic%20Calendar%20&subsubmenu=&subsubsubmenu=#divid>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.21	2014	21/02/2014	21/02/2019

6.Date of Establishment of IQAC

01/12/2013

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	Nil	0

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

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

9. No. of IQAC meetings held during the year **1**

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

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

- If yes, mention the amount

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

Manthan initiated from September month on topics - Writing research title and objectives, online E resources, Stress Management, NEP 2020 and School Education, Scholarship schemes and Flip Classrooms.

Session on Online Assessment, Session on Effective Use of Social Media and Learning Apps, Session on Gender Sensitization, Workshop on Identifying the problem and writing a research title

FDP on Qualitative Research and Bibliometric Analysis, Micro Teaching Sessions and Orientation and Interaction Session on How to prepare for CTET Exam

Women Equality Day Celebration/ Essay Writing Competition and Session on Gender Sensitization

Awareness Rally on Swachha Bharat Abhiyan, Awareness campaign to fight the third wave of COVID 19 and Awareness Programme on World

Organ Donation Day

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

Plan of Action	Achievements/Outcomes
Planning to organize workshops or Awareness Sessions especially to beat COVID.	Campaign against Hunger and Disease Awareness Programme on World Organ Donation Day Awareness campaign to fight the third wave of COVID 19 Joy of Giving
Workshops or Special Sessions to be organized	Session on Action Research Workshop on Teaching Aids Smart Class Training Session on Online Assessment Session on Inclusive Practices in Teaching and Learning in new scenario Language Lab Training Session on Effective Use of Social Media and Learning Apps Session on Intellectual Property Rights Workshop on Identifying the problem and writing a research title Workshop on Data Analysis and Interpretation using SPSS
Awareness Campaign to be organized on social issues	Session on Gender Sensitization Awareness Rally on Swachha Bharat Abhiyan
Competitive Examination Training to be organized in collaboration with CESA	Orientation and Interaction Session on How to prepare for CTET Exam
Manthan (monthly event for Christ College staff members) to be initiated	Manthan initiated from September month on topics - Writing research title and objectives, online E resources, Stress Management, NEP 2020 and School Education, Scholarship schemes and Flip Classrooms.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CMI Seva Sangh	16/05/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. Fr. Johnson S.V.
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• Pin Code	462022
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• if yes, whether it is uploaded in the Institutional website Web link:	https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICS&submenu=Academic%20Calendar%20&subsubmenu=&subsubsubmenu=#divid				
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<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
CMI Seva Sangh	16/05/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	08/02/2023

15. Multidisciplinary / interdisciplinary

NA

16. Academic bank of credits (ABC):

NA

17. Skill development:

Following sessions were organized for enhancing skills of the students and staff:

- Session on Contribution of staff in Environmental Protection, Nurturing and Preservation
- Session on Basics of Photography
- FDP on Qualitative Research and Bibliometric Analysis
- Workshop on Resume Writing and Interview presentations
- Session on Online Assessment
- Language Lab Training
- Session on Effective Use of Social Media and Learning Apps
- Session on Action Research

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

NA

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

NA

20. Distance education/online education:

NA

Extended Profile

2.Student	
2.1	167
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	59
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	59
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	79
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	24.4
4.2 Total number of computers on campus for academic purposes	46
5.Teacher	
5.1 Number of full-time teachers during the year:	14
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	0
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The college strictly follows the curriculum prescribed by the Barkatullah University, Bhopal. The college adopts certain "Quality Enhancing Academic Strategies" which add value to the effectiveness of teachinglearning process of prospective teachers. These are as follows:</p> <p>Academic meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester.</p> <p>Teaching learning activities, class assignments, internal assessments, use of reference materials and AV teaching aids for</p>	

teachers are discussed.

Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Experts are invited to conduct workshops or deliver lectures to develop various skills.

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

Educational tours with the purpose to supplement the theoretical knowledge with practical one are frequently organized by the institution.

The transaction of the research paper for M.Ed. and the foundations laid on the dissertation enables the postgraduates a source for doctoral research and publications.

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

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

B. Any 5 of the above

Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICS&submenu=Programme%20Learning%20Outcomes&subsubmenu=&subsubsubmenu=#divid
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

20

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

0

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

0

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

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

0

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

0

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

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

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The college aims at producing competent teachers, who have the theoretical knowledge and understanding, combined with practical skills, proficiencies and commitment for work to enhance the quality of education.

The Drama and Arts in Education subject facilitates them in enhancing their aesthetic sense and makes them competent to use for their future endeavors. Communication skills are developed through the course Drama and Art in Education. Number of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

The subject understanding the self helps the students to become aware of their strength, weaknesses, values etc. The subject statistics help the learner develop the analytical skills.

The curriculum helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons.

The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc,. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students

are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In B.Ed. Semester 1, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; types of boards such as CBSE, ICSE, State Board etc. general their functioning and problems etc. Through the paper Curriculum Development in schools, student teachers are familiarized with the various curriculum development policies of various countries including China, USA and USSR etc.

Through Further they are also sensitized regarding different assessment criteria adopted in schools, norms and standards being followed in different schools. During their pre-internship programs of 15 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in social background of students, medium of instruction, methodology adopted by the teachers, infrastructure, scholarships offered etc.

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

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

In B.Ed. Semester first and second they are made aware of the characteristics of children and the context in which learning takes place. In B.Ed. Semester Second student teachers are made aware of various pedagogies of school subjects and in semester third they are given ample opportunities to practice it in both

simulated and real classroom situations. In semester second they learn about various visual and performing arts and their implementation in teaching learning process. In Semester third student teachers are acquainted with various psychology tests to make them able to understand, analyse and evaluate the learners' behaviour, traits, attitudes, interest etc.

In semester third, practical courses are introduced to students which start from the orientation and demonstration of Micro Teaching Skills. The aim of these sessions is to make them able to prepare and present teaching skills namely Set Induction and Introduction skill, explaining, black board writing skill, Illustrating with examples, stimulus variation, fluency in questioning, probing skill, classroom management skill, reinforcement skill and Achieving closure skill. Along with teaching skills, learning skills such as critical thinking, creative thinking, Communication and collaborative skills are also developed. After this Macro Lesson Plan preparation and presentation is introduced. In macro teaching student teachers are expected to prepare a lesson plan using herbertian approach and 5 E Model for under the guidance of teacher educators. Here emphasis is given on using appropriate teaching and learning aids, models of teaching, games, questions, illustrations, scope for students' active participation.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
79	
2.1.1.1 - Number of students enrolled during the year	
79	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
50	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
30	

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are

familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning. Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

14 : 01

2.2.4.1 - Number of mentors in the Institution

12

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

2.3 - Teaching- Learning Process

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

A variety of instructional approaches are used by the teachers depends on the content of the curriculum, according to the previous experiences and knowledge of the students, their interests, learning styles, and the developmental needs such as direct instructions, indirect instructions, experiential learning, facilitated study, interdisciplinary approach, constructivist approach, peer learning, cooperative learning, demonstrations, discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, ICT enabled teaching and learning etc. The teachers employ an interactive approach through discussions, oral group presentations to encourage greater participation and interactive learning. Recordings of online classes are shared with the students to enable them to study and learn at their own pace. College is conducting online classes through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, Kahoot etc are also taught to the students which can be used by them further.

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

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.youtube.com/@christospectrum5304
Any other relevant information	View File

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

165

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/@christospectrum5304
Any other relevant information	No File Uploaded

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

The college provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students. The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students).

Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. Students are enriched by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, inclusiveness and Life skills.

A faculty member is a mentor for a group of 10-15 students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed.

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

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

Five/Six of the above

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

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

The teaching learning process at college focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY- Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers.

INNOVATIVENESS- College provide opportunities to celebrate important days like Human Right Day, Women Day, International Earth

Day, etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

INTELLECTUAL AND THINKING SKILLS-Through the practical course of Drama & Art in Education students get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits.

EMPATHY

The Practical course of "Understanding the Self" in the B.Ed. courses provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students	All of the above

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

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

Two of the above

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

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

Due to Covid 19 Practice Teaching could not be scheduled.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

50

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

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

One/Two of the above

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

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

Due to COVID 19 practice teaching in schools was not conducted but macro teaching was conducted in simulated situation in the college. Generally, for monitoring purposes, each school is designated to a teacher. He/ She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed. School Principals on their part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. So, mentoring of internship is quite active and robust.

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

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

such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

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

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

2.5 - Teacher Profile and Quality

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

14

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

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

5

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

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

17

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

17

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words
 1. In house discussions on current developments and issues in education
 2. Share information with colleagues and with other institutions on policies and regulations

Teachers keep on attending various webinars, conferences, workshops, FDPs (online and offline), present papers at various

forums, organize all such events. They are invited to various forums to present papers, chair the sessions, and give expert lectures. All these experiences help the teachers to grow professionally. Lot of them have written and are writing books, have published papers in journals, contributing chapters to books. The institution has subscribed various online journals which are a great source of latest information to teachers. The teachers of Christ College of Education put in their best efforts to grow professionally.

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

2.6 - Evaluation Process

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

Internal evaluation as prescribed by Barkatullah University norms is strictly followed by the college. The students are evaluated at two levels, college and the University. In theory papers, 25% component of the evaluation is carried out at the college level. The remaining 75% of the evaluation is done at the university level by way of semester-end examinations. The internal assessment is carried out based on a Continuous evaluation process using internal assessment and semester-based evaluation twice a year. Various methods are used by faculty members for internal evaluation, a few of them are: 1. Evaluation methods followed for internal assessment include written tests, presentations, assignments, quiz etc. 2. Attendance which is part of the internal assessment is updated regularly and displayed on the college notice board 3. The internal assessment marks too are uploaded online 4. During the year 2021-2022, due to Pandemic the entire internal assessment evaluation has been carried out in an online manner. The teachers have taken assessments on email or Google Classrooms. Presentations have also been taken through Google meet wherever applicable.

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

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

Five of the above

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

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

The institution has a well-defined system in place to deal with examination related grievances. The Grievance and redressal Cell helps in direct communication of the students with the Management. Grievance boxes are kept in the college, through which students can communicate their grievances. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers.

External Grievance Redressal

The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are:

- Different subject mentioned on the admit card
- Name is not correctly written on the admit card

Post-Examination Grievances

- Absent marked in specific papers
- Absent marked in all papers

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

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

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office.

Every teacher is required to adhere to the academic calendar and plan their day-t- day activities accordingly. Teachers are assigned the subjects to be taught during the academic year beforehand in staff meetings. The Academic calendar is forwarded to the IQAC for undertaking various quality initiatives during the year. The IQAC compiles the inputs received from the various teachers and prepares a comprehensive plan uploaded on the college website.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the

teaching learning process in not more than 100 - 200 words.

Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as college prospectus, principal's address to students and parents, alumnae meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars, informing the stakeholders, especially the parents, persuade students towards skill oriented and value-based courses.

Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. Teachers are also well communicated about the outcomes. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university.

Successful alumnae are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes. The program outcomes, program specific outcomes and the course outcomes have been clearly stated.

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

2.7.2 - Pass percentage of Students during the year

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

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

Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve performance levels of student learning are tests, presentations, performance in workshops, written assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level.

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

2.7.4 - Performance of outgoing students in internal assessment

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

59

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

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

The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated for external theory and practical and internal theory and practicals. Internships are also evaluated externally (by school Principal and school teacher) as well as internally (by respective mentor/teacher incharge). Generally, students secure more than 70% marks in theory as well as practicals, both in external as well as internal assessment. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1. End Semester University Examination
2. Internal and External Assessment
3. Feedback Evaluation

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.christcollegebhopal.org/portaltemplate.php?mainmenu=ABOUT%20US&submenu=Student%20Satisfaction%20Survey&subsubmenu=&subsubsubmenu=#divid>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money

Two of the above

for doctoral studies / research projects
Granting study leave for research field work
Undertaking appraisals of institutional functioning and documentation
Facilitating research by providing organizational supports
Organizing research circle / internal seminar / interactive session on research

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations
Encouragement to novel ideas
Official approval and support for innovative try-outs
Material and procedural supports

Three of the above

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

3.2 - Research Publications

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

3

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

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

1

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

3.3 - Outreach Activities

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

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

15

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

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

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

304

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

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

2

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

58

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

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

Our institution inculcates social value and responsibilities to the faculty members and students by imparting extension activities in our adopted village Shanti Nagar (adopted village)for holistic development of the society. Through extension and outreach programs, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve with the community people. We organize medical camps to address their health issues, take out rallies to spread awareness, perform door to door surveys to have first hand information about various issues as education, health, drug addiction and gender issuesetc.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Infrastructural details are as under:

1. Principal's office
2. Administration office cum visitor's room
3. Library

4. Staff room
5. M.Ed. Class room
6. Psycho Lab
7. Activity Room
8. Language Lab Cum Seminar Hall
9. Ladies Toilet
10. Gents Toilet
11. Ladies staff toilet
12. Canteen
13. Store Room
14. Art and Craft Room
15. B.Ed. Classroom - I
16. B.Ed. Classroom - II
17. Conference Hall Cum ET Lab
18. Computer Lab
19. Science Lab
20. Mathematics Lab
21. Social Science Lab
22. Boys Common Room
23. Girls Common Room
24. IQAC room
25. Sick Room
26. Research Cell
27. Multipurpose hall

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	https://www.christcollegebhopal.org/siteadmin/document/Infrastructural_Facilities.pdf
Any other relevant information	No File Uploaded

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

2.77940

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

4.2 - Library as a Learning Resource

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

NA

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&submenu=Library&subsubmenu=&subsubsubmenu=#divid
Any other relevant information	No File Uploaded

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

more than 100 - 200 words

NA

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Three of the above

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

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

0.92258

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

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

62

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1LpWrU1BDNZBC14hoIi8J6QTR9nqayUZY/view?usp=sharing
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

The students of M.Ed. use computer lab and internet service to do their dissertation work. They are also given training in SPSS and

excel so as to enable them to analyse data for their dissertation. The students are allowed to work in the computer lab during college hours. The staff members also have open access to the computer lab for browsing and preparing presentations for conducting sessions, question papers, quizzes and assignment questions. Scanner is used to scan important documents, clippings, or photographs for writing reports or documentation. Computers are also available in Staff room, library & research cell.

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

4.3.2 - Student – Computer ratio during the academic year

167:38

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

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

E. < 50 MBPS

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

Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@christospectrum5304
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

18.73606

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

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

Systems and Procedures for Maintaining and Utilizing Physical, Academic and Support Facilities For facility upkeep and use, the College has tie up with its sister concern, St. Paul's Co-ed School. Essential facilities are regularly maintained and periodically replenished under the direction of the College Advisory and Development Committee and Supervisor (appointed by St. Paul's Co-ed School). These committees are presided over by the Manager, Principal and Director. To guarantee adequate upkeep and utilisation of physical, academic, and support facilities—laboratories, libraries, sports facilities, classrooms,

seminar halls, computers, etc.–college has implemented strict protocols and processes along with personnel monitoring. Separate personnel has been hired to keep the entire campus, including the offices, labs, library, clean and sanitary. The College regularly maintains its computer systems, LAN and similar technical equipments, regularly with the help of technical assistant.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&submenu=Infrastructure&subsubmenu=&subsubsubmenu=#divid
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

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

Seven/Eight of the above

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

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

A. All of the above

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

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
8	59

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

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

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

4

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

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

11

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

5.3 - Student Participation and Activities

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

The student council gives the students a voice - a platform to be heard. The Class Representative system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. The members of the student council are elected by the students using democratic selection methods. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize extracurricular events, competitions and expert talks in addition to their leadership skills.

Major Activities of the Student Council include: Assisting, maintaining Discipline, Conducting Assemblies and functions, acting as link between faculty and students, conducting functions, reporting issues demanding attention, representing students where needed, acting as aides to the Principal, dedicated service towards the college etc. To bring to the notice of concerned authorities, the problems, and difficulties faced by the students To express views regarding the overall working of the college and its improvement. • Funds are provided as per the needs.

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

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

12

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

5.4 - Alumni Engagement

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

The alumni association is more than just a convenient way of keeping in touch with batchmates. Christ Ex Students Association is serving as a platform that enables our students to contribute to their alma mater and the society as well. It holds its meetings in which views are exchanged and their healthy suggestions to further the progress and prosperity of the institution are welcomed. The activities of the alumnae association include: The Alumnae association functions to support alumni of the institution. The Alumnae association also provides all facilities for resume writing, discussions, Preparation for competitive exams and interviews. It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession. The Alumnae Association also coordinates various activities related to the career counseling of the students. Training activities are organized every year in an effort towards preparing prospective teachers for their successful placement. At the college, care is taken to groom the students according to the needs of the schools.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded
5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above
File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded
5.4.3 - Number of meetings of Alumni Association held during the year	
1	
File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

The alumni association is more than just a convenient way of keeping in touch with batchmates. Christ Ex Students Association is serving as a platform that enables our students to contribute to their alma mater and the society as well. It holds its meetings in which views are exchanged and their healthy suggestions to further the progress and prosperity of the institution are welcomed. The activities of the alumnae association include: The Alumnae association functions to support alumni of the institution. The Alumnae association also provides all facilities for resume writing, discussions, Preparation for competitive exams and interviews. It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession. The Alumnae Association also coordinates various activities related to the career counseling of the students. Training activities are organized every year in an effort towards preparing prospective teachers for their successful placement. At the college, care is taken to groom the students according to the needs of the schools.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision

Christ College aims at maintaining a delicate balance between excellence and empowerment through holistic approach towards 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 fulfill the specific mission God has given to each one.

The 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 where the poor and the marginalized are specially taken care of and 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, peace and communal harmony and who are ever open to further growth.

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

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

Christ College, Anand Nagar, Bhopal, founded in 2001, is run by CMI Seva Sangh (Registered Society) of St. Paul Province, Bhopal, belonging to the Carmelites of Mary Immaculate (CMI), the first indigenous Congregation in India with its foundation at Mannanam, Kottayam, Kerala. This Catholic Religious Congregation is the embodiment of the dream and vision of Saint Kuriakose Elias

Chavara who was a nineteenth century visionary, educationist and social reformer in India.

The organizational administration hierarchy of Christ college includes Rev. Fr Justin Akkara, Provincial, Rev Fr Sebi Edattukaran, Vicar Provincial, Rev. Fr. Dominic, Director, Rev. Prof. Johnson S.V CMI, Principal. Under the administration comes the Course Co ordinators. The course Co Ordinator of B.Ed. is Ms Jaya Saini and the Course Co ordinator of M.Ed. is Dr. Diwakar Singh. Then comes the subject teachers and the non teaching staff. All the teachers are appointed by the Principal and the management in accordance to the norms of UGC and State Higher Education department. We also have student council with Ms. Neha Thokher as the class representative of M.Ed. and the Ms. Arman Nisha Ansari as the class representative of B.Ed. they are nominated by the management and the staff of the college.

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

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

Annual budget is meticulously prepared using TALLY software which helps to streamline the budget under different heads such as College Accounts, Examination Accounts and so on. Details of teaching as well as non teaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. through the link <http://aishe.nic.in/aishe/userlogin>. The institution conducts internal and external financial audits regularly. The internal audit is conducted by CMI Seva Sangh Society and the external audit is conducted by R. Agarwal Co.

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

6.2 - Strategy Development and Deployment

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

Academic council along with IQAC decided to give training to develop research aptitude and skills. So as planned classes on Research methodology was organized. Research Methodology includes not only theoretical explanations but also includes practical training and efforts were made to provide both to teachers and students at Christ College.

Objectives of the Practice

- To identify appropriate strategies for teaching and learning research methodology.
- To enhance the educational experience by indulging in innovative and interesting new approaches of building knowledge.
- Developing important skills for professional development of the students.

The Practice

At Christ College, Research methodology was taught through following ways:

- FDP on Qualitative Research and Biometric Analysis
- Workshop on Identifying the problem and writing a research title
- Workshop on Use of Excel in Research
- Workshop on Data Analysis and Interpretation using SPSS
- Session on Action Research

Advantages

? Builds the confidence of the students and facilitates

knowledge of research.

? Encourages and facilitates the students to pursue their passions and make a career out of it

? By Action research they can solve the classroom problems.

Challenging issues

? Giving practical experience to the students in research

? Collaborating with experts to take up webinars/ workshops.

? Getting expert staff and students for the purpose of executing the plan during Corona.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.christcollegebhopal.org/portal/template.php?mainmenu=STUDENT&submenu=&submenu=&subsubsubmenu=#divid
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organizational aims. Organizational Structure of the institution include:

President of the society

Governing Body

Director

Principal

IQAC

Teaching Staff and Non Teaching Staff

Students

An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organizational aims. Organizational Structure of the institution include:

President of the society

Governing Body

Director

Principal

IQAC

Teaching Staff and Non Teaching Staff

Students

Education Policy of Christ College has the following characteristics

- Holistic Formation
- Value Education
- Quality Education
- Cooperation of the Families
- Social Commitment

Appointment of the staff - Appointment of the staff is done by the rules stated by NCTE, UGC and State higher education.

PS: For service rules a copy of the same is attached.

File Description	Documents
Link to organogram on the institutional website	https://www.christcollegebhopal.org/siteadmin/document/Christ_College_Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

One/Two of the above

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

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

Academic council along with IQAC decided to give training to develop research aptitude and skills. So as planned classes on Research methodology was organized. Research Methodology includes not only theoretical explanations but also includes practical training and efforts were made to provide both to teachers and students at Christ College.

Objectives of the Practice

- To identify appropriate strategies for teaching and learning research methodology.**

- To enhance the educational experience by indulging in innovative and interesting new approaches of building knowledge.
- Developing important skills for professional development of the students.

The Practice

At Christ College, Research methodology was taught through following ways:

- FDP on Qualitative Research and Biometric Analysis
- Workshop on Identifying the problem and writing a research title
- Workshop on Use of Excel in Research
- Workshop on Data Analysis and Interpretation using SPSS
- Session on Action Research

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

6.3 - Faculty Empowerment Strategies

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

Teaching Staff

- Provide official vehicle to avoid public transport
- Distribution of masks
- Financial support to the teachers for their professional growth
- Duty Leave
- Leave during Corona lockdown

- Provide transportation facility to the family members of staff
- Paternity / Maternity Leave
- Fee concession to staff kids
- EPF Contribution
- Provision of uniform

Non Teaching staff

- Duty leave
- Financial assistance to construct houses
- Promote Education
- Paternity / Maternity Leave
- Distribution of masks
- Leave during corona lockdown
- Fee concession to staff kids
- EPF Contribution
- Provision of uniform
- ESI

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

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

00

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

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

11

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

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

07

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

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

The institution has a strong system of performance appraisal for the teaching and non -teaching staff. Annual confidential reports (ACR's) are regularly maintained by the head of the institution. If any issue comes to the notice of the principal, the concerned staff member is intimated personally for improvement in future.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Institute maintains and follows a well-planned process for the mobilization of funds and resource. The process involves Governing body and Finance manager. Institute has designed some specific rules for the fund usage and resource utilization. These are:

- For Mobilization of Funds, the student Tuition fee is the major source of income for the institute.
- Departments of CMI Sewa Sangh sponsor events like seminars and workshops.

•Alumni has contributed items like books, Masks, sanitizer, wall clocks etc.

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

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

00

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

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

Institute maintains and follows a well-planned process for the mobilization of funds and resource. The process involves governing body of the institute as well as the Accounts office. Institute has designed some specific norms of the budget committee / Provincial council. The funds were used for the following expenses:

- Salary and wages
- Repair and maintenance
- Academic expenses
- Miscellaneous Expenses

- Garden expenses
- Functions and celebrations
- Stationary and printing
- Phone and postage
- Medical expenses
- Office expense
- Newspaper and magazine
- Sports expenses
- Conducting seminar / conferences/ special lectures
- Social welfare
- Electricity bill

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

6.5 - Internal Quality Assurance System

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

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work. IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also have initiated various value-added courses. IQAC encourages the teachers to do research, attend workshops, conferences, seminars and FDPs in the field of education. It also organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the

patronage of IQAC.

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

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

IQAC reviews the quality of academic activities that are discussed and planned in the meetings of Academic committee. IQAC also organizes its own meetings to review the quality brought in teaching-learning process. The academic audit, both internal as well as external helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution. IQAC promotes use of modern methods of teaching and also initiates various value-added courses and seeks its appraisal from time to time. Obtains the feedback from various stakeholders such as teachers, parents, school principals and school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them.

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

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

3

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.christcollegebhopal.org/siteadmin/document/1684216082_AQAR_2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.christcollegebhopal.org/siteadmin/document/1684216082_AQAR_2020-2021.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

During the phase (Since first cycle) the college has taken following steps for enriching academic environment and maintaining quality:

- The IQAC has suggested subscription of online library resources, to provide multi disciplinary and quality content for the teachers as well as students. Proposal for availing Delnet services already submitted.
- For enhancing research Skills, the college management has introduced Research Project financial assistance (Grant) of maximum 10000/ per year. Also the management has given approval (financial assistance of Rs. 20000/-) for organizing sessions on IPR, Qualitative research etc at local level.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy Conservation Policy

Action Plan:

Christ College is committed to maximize energy conservation procedures through various measures.

1. Form a committee to monitor and check wastage of energy in the campus.
2. Maintain the Energy needs of the campus with back-up power supply system for supplying uninterrupted energy demands.
3. Replacement of the existing conventional lighting with the LED lamps.
4. Monitor the electricity bills for the efficient utilization of solar power plant installed in the campus.
5. Create awareness among the students and staff in energy conservation and management by the Eco-club of the college.
6. Encourage students and staff to be energy efficient by encouraging vehicle pooling and use of bicycles.
7. Organising expert lectures in the area of energy conservation.
8. The Institute shall continuously review and update the approved policy and is committed to its implementation.
9. Solar panels were installed to minimize the use of non-renewable source of energy.
10. Directions are given to students are given for the proper utilization of the electronic devices in the institution. Ensures all the institutional electronics are turned off when not in use.
11. Reduce e-waste to maximum with proper maintenance, before moving on to Replace & Recycle stage.
12. Use of energy efficient, star labelled equipments for various purposes.\
13. Solar Energy Plant have been installed on 23/06/2022.

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

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

Waste Management Policy

Statement

Christ College Bhopal, has a clear waste management policy for disposing off dry, wet, e-waste and waste water management.

Action Plan

Christ College, Bhopal is committed to take appropriate measures to reduce solid waste and reuse them wherever possible in the following ways:

1. Segregation of waste will be done on daily basis. Almost all solid waste generated is segregated.
2. There are separate-coloured bins for dry (blue) and wet (green) waste.
3. Use of Jute and cloth bags will be encouraged for the faculty as well as students.
4. The dry saleable materials like paper, files, plastic, old furniture and other waste will be regularly sold to recycling agents thus generating some income for outreach activities. The waste thus collected from the campus will be collected by the garbage collectors and recycled as per the policy of Nagar Nigam, Bhopal.
5. The wet waste such as kitchen and garden waste will be disposed of into the dustbins earmarked for the purpose.
6. The wet waste will be recycled into the vermin compost pit dug for the purpose which is monitored from time to time.
7. E-waste bin has been placed in the corridor to collect E-Waste.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>	
<p>1. Clean Campus initiative</p> <p>Christ College pleasures to actively conduct cleanliness activities in the college and beyond the campus. The college has following plans for the same:</p> <ol style="list-style-type: none"> 1. Generating awareness on cleanliness and hygiene amongst students not only from the campus but also from the neighbourhood. 2. Rally on spreading awareness about cleanliness will be organised 3. Message of cleanliness will be spread through various competitions 4. Removal reuse and recycle of all kinds of waste material 5. Segregation of dry and wet waste by using separate bins. 6. Conduct workshops on 3 hours reduce reuse and recycling of waste 7. Collect paper waste produced on campus and collaborate with scrap Dealers for recycling 8. Reduce the use of paper by digitisation of the work by the students as well as teachers 9. Reduce requirement of printed books by updating the ebooks and e journals in the library 10. Encourage the students and teachers to use online mode for 	

submission of assignments

11. Spread awareness amongst the students about:

- Food wastage and ways of reutilising it.
- The habit of reusing and recycling Non Biodegradable products.
- Organising workshop for students on solid waste management.

Liquid Waste Management

- Maintain Leak proof Water fixtures
- Minimize the use of water by constructing more Indian style toilets

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

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

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

0.61531

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Christ College has been very active in contributing towards local environment and community. We have organized various social outreach programs like:

- Campaign against hunger and disease
- Awareness campaign to fight against third wave of COVID 19
- Joy of giving
- Joy off Sharing
- Swachha bharat abhiyaan
- Session on gender sensitization
- Plantation etc.

Christ college has a mission to create responsible citizens who would help atleast the neighbourhood community with all the resources it possess.

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

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

A. All of the above

staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

1. Title of the Practice : Training in Research

Content

The Practice

At Christ College, Research methodology was taught through following ways:

- FDP on Qualitative Research and Biometric Analysis
- Workshop on Identifying the problem and writing a research title
- Workshop on Use of Excel in Research
- Workshop on Data Analysis and Interpretation using SPSS
- Session on Action Research

2. Title of the Practice : Sensitization Programme

The Practice

To cultivate sensitivity among the students following programs and sessions were organized:

- Campaign against Hunger and Disease on 28 July 2021
- Awareness campaign to fight the third wave of COVID 19
- Donation Drive
- Awareness Programme on World Organ Donation Day on 13 August 2021.
- Women Equality Day Celebration on 17 September 2021
- Joy of Giving on 20 November 2021
- Awareness Rally on Swachha Bharat Abhiyan on 26 November 2021
- Session on Yoga on 28 November 2021
- Workshop on Yoga on 12 January 2022
- Session on Gender Sensitization on 11 February 2022
- Tree Plantation Drive on 19 July 2021 and 3 March 2022
- Ten Days Training Programme on Developing Skills of Computers, Spoken English and Personality from 16 May 2022
- Session on Sustainability on 16 May 2022

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

7.3 - Institutional Distinctiveness

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

Christ College aims at maintaining a delicate balance between excellence and empowerment through holistic approach towards 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

fulfill the specific mission God has given to each one. Now due to COVID 19 and Lockdown we conducted several program sometimes online and some times offline.

- Some programs for developing sensitivity among the students following programs were conducted:

1. Campaign against Hunger and Disease on 28 July 2021
2. Awareness campaign to fight the third wave of COVID 19
3. Donation Drive
4. Awareness Programme on World Organ Donation Day on 13 August 2021.
5. Women Equality Day Celebration on 17 September 2021
6. Joy of Giving on 20 November 2021
7. Awareness Rally on Swachha Bharat Abhiyan on 26 November 2021
8. Session on Yoga on 28 November 2021
9. Workshop on Yoga on 12 January 2022
10. Session on Gender Sensitization on 11 February 2022
11. Tree Plantation Drive on 19 July 2021 and 3 March 2022
12. Ten Days Training Programme on Developing Skills of Computers, Spoken English and Personality from 16 May 2022
13. Session on Sustainability on 16 May 2022

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