



# YEARLY STATUS REPORT - 2022-2023

## 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://www.christcollegebhopal.org/siteadmin/document/1684917948\\_AQAR%202021-2022.pdf](https://www.christcollegebhopal.org/siteadmin/document/1684917948_AQAR%202021-2022.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/siteadmin/document/Academic\\_Calendar\\_2022-2023.pdf](https://christcollegebhopal.org/siteadmin/document/Academic_Calendar_2022-2023.pdf)

**5.Accreditation Details**

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

**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/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

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

**NAAC guidelines**

- 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)**

Community outreach activities such as FDP for the teachers of Pathfinders was conducted.

Diverse seminars, workshops, and faculty development programs were organized such as Session on Research Methodology, Manthan, Workshop on Emotional Intelligence for Teachers, Workshop on Experiential Learning, Workshop on Referencing with American Psychological Association, College Level Seminar on NEP 2020, Awareness Program on Schedule Tribes Act- 1989, Prevention of Atrocities, Integrating Art in Education - A Workshop, National Seminar on NEP 2020: Opportunities and Challenges, Special Session on Integrating Art with Teaching Learning Process, Workshop on Critical Reading Skill etc.

Introduced new value-added courses: Certificate Course in Innovative Teaching Practices and Certificate course on presentation skills was organized.

DELNET facility is provided to the students, scholars and faculties.

Extension activities such as Special Extension Lectures at Khalsa College, Amritsar, Extension Lecture on SPSS at Trinity College, Jalandhar, etc.

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

Plan of Action	Achievements/Outcomes
<p>Discussed the need for continuous curriculum enrichment to keep it updated and relevant.</p> <ul style="list-style-type: none"> <li>Agreed to review and propose changes to the curriculum.</li> </ul>	<p>Strengthen collaborations with schools for curriculum enrichment: It is done in collaboration with one of the sister concern of CMI, St. Paul's School. In accordance with UGC RDC guidelines Academic Council of college suggested training sessions on online research related tools such as Google Scholar, Inflight and review of related literature etc.</p>
<p>Explored possibilities for expanding outreach efforts.</p>	<p>Community outreach activities such as FDP for the teachers of Pathfinders was conducted.</p>
<p>Discussed ways to improve the quality and reach of these services.</p>	<p>FDP on Research Methodology was provided to the faculty members of Rabindranath Tagore University, Bhopal.</p>
<p>Reviewed the schedule and outcomes of recent seminars, workshops, and faculty development programs.</p>	<p>Diverse seminars, workshops, and faculty development programs were organized such as Session on Research Methodology, Workshop on Emotional Intelligence for Teachers, Workshop on Experiential Learning, Workshop on Referencing with American Psychological Association, College Level Seminar on NEP 2020, Awareness Program on Schedule Tribes Act- 1989, Prevention of Atrocities, Integrating Art in Education - A Workshop, National Seminar on NEP 2020: Opportunities and Challenges, Special Session on</p>

	Integrating Art with Teaching Learning Process, Workshop on Critical Reading Skill etc.
Discussed upcoming extension activities and their objectives.	Extension activities such as Special Extension Lectures at Khalsa College, Amritsar, Extension Lecture on SPSS at Trinity College, Jalandhar, etc.
Discussed to schedule special sessions based on the academic requirements.	Schedule special sessions for different student categories: Special Session on Integrating Art with Teaching Learning Process and Special Lecture on NEP 2020 was organized.
Discussed the possibility of introducing new courses based on student demand.	Introduced new value-added courses: Certificate Course in Innovative Teaching Practices and Certificate course on presentation skills was organized.
Discussed to celebrate important days.	Celebrations: Guru Poornima, Independence Day, Teachers' Day, Onam, Diwali, Rashtriya Ekta Diwas, Christmas celebrated.
Discussed to provide DELNET facility to the students, scholars and faculties.	DELNET facility is provided to the students, scholars and faculties.

**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	28/06/2022

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>CHRIST COLLEGE</b>
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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Diverse seminars, workshops, and faculty development programs were organized such as Session on Research Methodology, Manthan, Workshop on Emotional Intelligence for Teachers, Workshop on Experiential Learning, Workshop on Referencing with American Psychological Association, College Level Seminar on NEP 2020, Awareness Program on Schedule Tribes Act- 1989, Prevention of Atrocities, Integrating Art in Education - A Workshop, National Seminar on NEP 2020: Opportunities and Challenges, Special Session on Integrating Art with Teaching Learning Process, Workshop on Critical Reading Skill etc.		
Introduced new value-added courses: Certificate Course in Innovative Teaching Practices and Certificate course on presentation skills was organized.		
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<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
CMI Seva Sangh	28/06/2022
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
Portal not opened yet.	Nil

**15.Multidisciplinary / interdisciplinary**

Christ College, Bhopal is affiliated to Barkatullah University, Bhopal and it strictly adheres to the prescribed syllabus by the university. For the holistic academic development of the students, the curriculum provides freedom to the students to choose the pedagogy subjects according to the qualification of the students and also provide freedom to the students to choose subjects such as environmental education, guidance and counselling in schools, value education, physical education, futuristic education and action research, according to their interest. The institution encourages and equip students to use interdisciplinary and multi disciplinary approach in teaching learning process. The institution conducts workshops on art integration and ICT integration in teaching learning process to encourage and equip learners to develop a broader perspective of concepts through multi disciplinary approach.

**16.Academic bank of credits (ABC):**

Nil

**17.Skill development:**

The institution has initiated value added course on Innovative Teaching Practices for the skill development of the students. Through this course, students were acquainted and equipped with latest updations in the school teaching learning process. Various topics includes Life skills, Integration of ICT in Education, Various Online course offering platforms, Open Educational Resources, Intellectual Property Rights, Stress Management, Online assessment tools, Effective use of social media and Learning apps, language lab training, smart class training, sustainability, roles and responsibility of a secondary school teacher etc. The institution conducted workshops on Experiential Learning, Emotional Intelligence, Critical Reading Skill, ICT Skills, Integrating Art in Education, FDP on Research Methodology, Certificate Course on Presentation skill etc. The institution conducts Micro and Macro Teaching Sessions for the development of teaching skills in the student teachers. It also conducts Sessions on Constructivistic lesson planning and learning skills to equip student teachers with constructivistic lesson planning and to develop learning skills in the learners.

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

The college ensures integration of Indian art forms with various subjects teaching learning process. The B.Ed. subject like Education in India: Status, problems and Issues make the student teachers aware about the ancient, medieval education system and contribution in modern education system. The B.Ed. subject like Drama and Arts in education acquaints the students with various Indian drama and art forms and their integration with various school subjects to make the teaching learning process interesting, enriching and to develop a broader perspective of the concepts. The M.Ed. subject like Philosophy with a focus on Sankhya, Vedanta and Yoga Philosophy also acquaint the students with our rich culture. The students are allowed to attempt papers in Hindi and English languages. Opportunities are provided to the students to participate in various competitions and festivals to inculcate a sense of national integration, love for art, culture and a civic sense among the student community. The plants and herbs are with different language names. The college celebrates different days to integrate Indian knowledge and values among the students.

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

All the courses, subjects and Value-added courses have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In Faculty Orientation and Student Induction Programme the introduction, importance and tasks to achieve these CLOs and PLOs are informed to the teachers and students. As a teacher education institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing National Seminar, awareness programmes, special sessions, presentations etc. on recent educational policies. The institution organized National Seminar on National Education Policy 2020: Opportunities and Challenges on 21st and 22nd January 2023.

#### **20.Distance education/online education:**

The college has IGNOU B.Ed. Centre(15105P) since 2006.

### **Extended Profile**

#### **1.Student**

2.1

137

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	68
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	64
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	58
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	31.00
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	38
Total number of computers on campus for academic purposes	

**3. Teacher**

5.1	14
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2	0
Number of sanctioned posts for the year:	

**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The college follows Barkatullah University's curriculum and uses various strategies to make teaching and learning better. Before each semester, teachers meet to plan what they will teach and how. Students learn through practical activities like webinars, seminars, and internships. Workshops help teachers use both traditional and modern methods.

Experts are invited to teach important skills like teaching, research, and using technology. The college listens to students' feedback to improve teaching. Educational trips help students understand things practically. Technology like smart boards and Google Classroom is used for teaching.

The college also focuses on research, and the work students do in their Master's program can be a starting point for further research. The faculty is actively involved in understanding and discussing the new National Policy of Education 2020. Overall, the college wants to provide a well-rounded education using different

methods and technology, always trying to get better based on feedback and planning.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
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**

A. All of the Above

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICS&amp;submenu=B.%20E.d.&amp;subsubmenu=&amp;subsubsubmenu=#divid">https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICS&amp;submenu=B.%20E.d.&amp;subsubmenu=&amp;subsubsubmenu=#divid</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
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	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
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**

31

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

31

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
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 curriculum is designed to provide a comprehensive educational journey, emphasizing knowledge acquisition, skill demonstration, values integration, and attitude development. Its overarching objective is to prepare students for success in both their professional and personal lives.

To establish a solid foundation in teacher education, the curriculum delves into pedagogical theories, educational psychology, and curriculum development. This structured approach enables students to grasp essential principles and practices crucial for effective teaching.

Tailored to meet the demands of diverse educational settings, the curriculum equips future educators with procedural knowledge applicable to early childhood, primary, or secondary education. Graduates acquire versatile pedagogical skills, enabling them to navigate the specific requirements of various educational environments.

Encouraging students to transcend theoretical understanding, the curriculum emphasizes the extrapolation and practical application of knowledge. Real-world scenarios, case studies, and practical applications foster adaptability, preparing students for the

dynamic challenges of the professional realm.

Additionally, the curriculum prioritizes the development of essential skills and competencies, including fostering Emotional Intelligence, promoting Critical Thinking for innovative problem-solving, and refining Negotiation and Communication Skills. Emphasizing collaboration with peers and stakeholders ensures that educators graduate not only with knowledge but also with the practical skills and mindset necessary for success in diverse educational communities.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	No File Uploaded

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

The institution ensures that students acquire a thorough understanding of the diverse facets of the Indian school system from both a national and international perspective. In terms of the development of the school system, students explore its historical progression, policy shifts, and current trends. The functioning of various Boards of School Education is scrutinized, highlighting distinctions in examination structures, educational philosophies, and unique characteristics. Students critically examine the functional disparities among boards, encompassing curriculum variations, assessment methods, and educational objectives. Exploration of assessment systems, norms, and standards across different states provides students with insights into the varied educational practices nationwide. This comprehensive approach ensures that students are well-equipped to understand and navigate the complexities of the Indian education system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution has implemented a holistic approach in its Teacher Education Programme to ensure students cultivate a comprehensive understanding of the interconnectedness within various learning engagements. Emphasizing practical experiences, the curriculum integrates real-world scenarios, classroom simulations, and hands-on teaching opportunities. Collaborative projects encourage students to apply theoretical knowledge to practical situations, fostering critical thinking and problem-solving skills.

Field placements and internships are strategically designed to expose students to diverse educational settings, enabling them to adapt their teaching methods to different contexts. Additionally, reflective practices and mentorship programs facilitate the consolidation of insights gained from these experiences, helping students refine their professional acumen.

Through interdisciplinary projects, the institution ensures students recognize the interconnected nature of subjects and their applicability in a classroom setting. This multifaceted approach equips graduates with a well-rounded skill set, making them better prepared for the dynamic and interconnected challenges they may encounter in the professional field of education.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed, action taken and available on website</b>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

58

##### 2.1.1.1 - Number of students enrolled during the year

58

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

27

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

27

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
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	<a href="#">View File</a>
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.

Teachers assess students' learning levels through Entry Behavior Tests at the beginning of each subject, employing specific teaching methodologies tailored to individual needs based on the assessment results. The faculty adopts an integrated approach, combining traditional teaching methods with modern technology to enhance engagement and relevance. Supplementary support, including tutorials, value-added courses, and extra classes, is provided to address students' specific needs. Additional reading materials, recommended books, and web links are suggested to enhance subject understanding.

A bilingual approach is used for explanations and discussions to ensure inclusivity, and personal, academic, and career-related counseling is offered regularly. Assignments and group projects are assigned and evaluated regularly. Peer learning is fostered through group discussions and presentations, promoting teamwork, leadership, and interpersonal skills. Teachers informally assess students' capabilities during tutorials and observe classroom behavior.

Various academic and co-curricular activities, including inter and intra-college festivals, are organized to optimize students' potential. Students are encouraged to participate according to their interests and capabilities. Faculty supports M.Ed. students in selecting research areas, publishing papers, and engaging in advanced readings. Micro teaching opportunities and individual presentations are provided.



The college library, equipped with Delnet, N-list, and other e-resources, supports both advanced and weaker learners. Advanced learners are encouraged to pursue add-on courses and attend special lectures, with recognition given for achievements through medals and certificates. Motivation is provided to excel in university examinations, including fee concessions for economically weaker students.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
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**

All of the above

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

#### 2.2.4 - Student-Mentor ratio for the academic year

12:01

##### 2.2.4.1 - Number of mentors in the Institution

12:01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
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.

In adopting a multiple-mode approach to teaching-learning, educators employ diverse methods tailored to the specific requirements of different courses within each program.

Experiential learning engages students by immersing them in real-world scenarios, fostering practical understanding. Participative learning promotes active student involvement, encouraging collaboration and peer-to-peer interaction. Problem-solving methodologies develop critical thinking skills by presenting students with challenges to overcome. Brainstorming sessions stimulate creativity and idea generation, fostering a dynamic learning environment. Focused group discussions enhance comprehension through focused dialogue and collective exploration of topics. Online modes leverage technology for flexibility and accessibility, accommodating diverse learning styles. Each mode is selected based on its suitability for the course content and learning objectives, ensuring a comprehensive and engaging educational experience across various programs.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
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**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.youtube.com/@christospectrum5304">https://www.youtube.com/@christospectrum5304</a>
Any other relevant information	<a href="#">View File</a>

**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**

127

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

<b>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</b>	Four of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/@christospectrum5304">https://www.youtube.com/@christospectrum5304</a>
Any other relevant information	<a href="#">View File</a>

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

In our institution, continual mentoring plays a pivotal role in fostering students' professional attributes. Regarding teamwork, mentors guide students in collaborative projects, emphasizing effective communication and conflict resolution. Addressing student diversity is a key focus, with mentors encouraging an

inclusive environment and providing strategies to appreciate and leverage differences.

In terms of conduct, mentors impart valuable insights on professionalism, guiding students on interacting respectfully with colleagues and authorities. They promote a supportive atmosphere and offer advice on navigating workplace dynamics. Additionally, mentors assist in developing strategies to balance home and work stress, emphasizing self-care and time management.

To ensure students stay informed about recent developments, mentors facilitate access to resources and encourage a proactive approach to continuous learning. They guide students in staying abreast of emerging trends in education and broader life aspects, fostering a holistic and adaptive professional mindset. Through personalized mentoring efforts, our institution strives to equip students with the skills and resilience needed for successful and fulfilling professional journeys.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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 in institution serves as a crucible for cultivating a spectrum of crucial skills and attributes in students. It prioritizes the development of creativity through drama and arts in education and itsexpressive opportunities, fostering an environment that values diverse perspectives. Innovativeness is nurtured through an emphasis on critical thinking, problem-solving, and the integration of technology and real-world applications. Intellectual and thinking skills are honed through analytical exercises, stimulating assignments, and a commitment to continuous improvement. In M.Ed. analytical skills are developed through research data analysis and interpretation(dissertation).

Empathy is instilled by incorporating diversity into the curriculum, promoting understanding, and encouraging self-awareness. Life skills are integrated through exposure to practical scenarios, communication skill development, and training in time and stress management. Effective communication, both written and verbal, is stressed through various exercises, presentations, and group discussions. Reflective practices are woven into the fabric of the training, encouraging self-reflection and continuous improvement. In essence, this comprehensive approach aims to mold educators who transcend mere knowledge dissemination, fostering individuals capable of inspiring and guiding students towards not just academic success, but a well-rounded development encompassing creativity, innovation, empathy, and vital life skills.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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

Six/Seven of the above

<b>Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	All of the above



<b>activities Performance tests Oral assessment Rating Scales</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
<b>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</b>	<b>All of the above</b>

**in preparatory arrangements**  
**Executing/conducting the event**

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution meticulously prepares for its internship program through a participative approach in selecting/identifying schools, considering both institutional preferences and requests. Prior to the internship, comprehensive orientations are conducted for faculties and students. Teachers receive detailed briefings on the program's objectives, expectations, and their role in facilitating a productive learning environment. Students undergo thorough orientations to familiarize them with the internship's goals, professional conduct, and responsibilities.

The institution defines the roles of its teachers as mentors, ensuring they provide guidance and support to interns. The mode of assessment for student performance during the internship is streamlined, incorporating both qualitative and quantitative measures to gauge their practical application of theoretical knowledge. To enrich the internship experience, students are exposed to a diverse array of school setups, broadening their understanding of educational practices and environments. This systematic approach ensures a well-prepared and enriching internship program for both students and cooperating schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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

45

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
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.

The institution employs a robust monitoring framework during the internship program to maximize its impact on schools. Teacher educators play a pivotal role by conducting regular on-site visits to assess interns' progress, offer constructive feedback, and address any challenges they may encounter. Collaboration with school principals ensures alignment of the internship with the school's objectives and provides necessary administrative support.

School teachers are actively involved in the monitoring process, guiding interns and fostering a collaborative learning environment. Peer feedback sessions are facilitated, allowing interns to share experiences, exchange insights, and collectively problem-solve. This multi-dimensional approach, involving teacher educators, school principals, teachers, and peers, ensures comprehensive monitoring, feedback, and support, creating an optimal learning environment that enhances the interns' professional development and contributes to the overall success of the internship program.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.12 - Performance of students during internship is assessed by the institution in**

All of the above

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

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

142

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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 exhibit a proactive approach to professional development by engaging in various activities to stay updated in their field.

In-house discussions serve as a vital forum for teachers to delve into current developments and issues in education, fostering a collaborative learning environment within the institution. These discussions enable the exchange of insights, innovative teaching methods, and updates on educational trends.

Furthermore, teachers actively share information not only within their own institution but also with colleagues in other institutions. This collaborative sharing extends to policies, regulations, and best practices in education. By participating in this knowledge exchange, teachers contribute to a broader professional community, staying abreast of the latest advancements and ensuring their teaching methodologies align with evolving educational standards. This commitment to continuous learning reflects the dedication of teachers to enhancing their professional competence and providing high-quality education to their students.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

The institution's Continuous Internal Evaluation (CIE) system is a comprehensive approach to assess student learning throughout the academic year. The major components of CIE include regular assessments, assignments, and projects distributed across various subjects. Formative assessments are conducted at regular intervals, providing ongoing feedback to students and helping them track their progress. The evaluation process incorporates a mix of written tests, quizzes, presentations, and practical assignments to gauge students' understanding and application of concepts. Teachers play a pivotal role in CIE, providing constructive feedback and addressing individual learning needs. The institution emphasizes a holistic assessment approach, considering not only academic performance but also factors such as class participation, critical thinking, and problem-solving skills. The Continuous Internal Evaluation framework aims to foster a culture of continuous improvement, ensuring a comprehensive and accurate evaluation of students' academic development.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution has successfully established an operationally effective grievance redressal mechanism for examination-related concerns. With clearly defined procedures, the institution ensures transparency and accessibility, allowing students to submit grievances through various channels, including online platforms and physical complaint boxes. The dedicated Grievance Redressal Committee, comprised of impartial faculty and administrative members, plays a central role in fair and objective investigations, maintaining confidentiality throughout the process.



Regular awareness campaigns inform students about the mechanism, emphasizing how to file grievances and the expected resolution timelines. Stakeholder involvement is a key feature, fostering a shared responsibility among students, faculty, and administrators. The institution prioritizes timely acknowledgment of grievances and employs a tracking system for monitoring each case's status.

Furthermore, periodic reviews and stakeholder feedback contribute to continuous improvement. Members of the Grievance Redressal Committee undergo conflict resolution training, ensuring a solution-oriented and empathetic approach to grievance resolution. Comprehensive record-keeping and documentation maintain accountability and provide a reference for ongoing enhancement efforts. In summary, the institution's grievance redressal mechanism demonstrates a commitment to fairness, transparency, and continuous improvement in addressing examination-related concerns.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The institution ensures strict adherence to the academic calendar for the conduct of internal evaluations through a well-defined mechanism. At the beginning of each academic year, a detailed internal evaluation schedule is developed, incorporating dates for assessments, assignments, and other evaluation activities. This calendar is communicated to faculty and students, providing a clear roadmap for the entire academic term. Regular reviews and updates are conducted to accommodate any necessary adjustments. The institution maintains open communication channels, enabling timely dissemination of information about evaluation dates, criteria, and expectations. This systematic approach ensures that internal evaluations align with the academic calendar, allowing for effective planning, execution, and feedback within the specified timeframes.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

The institution ensures a seamless alignment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a systematic approach. At the outset, the curriculum is designed with a clear integration of PLOs and CLOs, ensuring that each course contributes directly to the overarching program objectives. Faculty members undergo training to familiarize themselves with these outcomes, emphasizing their role in instructional planning.

Lesson plans, teaching methodologies, and assessment strategies are developed with explicit reference to PLOs and CLOs. Regular curriculum reviews and faculty meetings facilitate ongoing discussions to maintain alignment and adapt to evolving educational standards. Assessment tools, including exams, projects, and assignments, are designed to measure the attainment of specific outcomes. Continuous feedback loops, involving student assessments and faculty reflections, further enhance the alignment, ensuring that the teaching-learning process effectively addresses the intended learning objectives set by the institution.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

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

The institution systematically monitors the progressive performance of students, ensuring alignment with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) while also evaluating the attainment of professional and personal attributes. This monitoring process involves continuous assessment and feedback mechanisms.

Regular assessments, including exams, projects, and assignments, are designed to measure the achievement of specific PLOs and CLOs. The institution utilizes diverse assessment tools to evaluate not only academic proficiency but also the development of professional and personal attributes outlined in the learning outcomes.

Feedback loops, involving faculty assessments and student self-reflections, contribute to an ongoing dialogue for improvement. The data gathered from assessments and feedback are analyzed to identify areas of strength and areas needing enhancement. This information guides faculty in making curriculum adjustments, instructional modifications, and additional support measures.

The institution's commitment to using performance data for continuous improvement ensures that the teaching-learning process evolves in response to student needs, aligning more closely with PLOs and CLOs while fostering the holistic development of students' professional and personal attributes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

71

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 assessment tasks designed for students are closely aligned with their initially identified learning needs, ensuring a targeted and responsive approach to their development. For instance, if a student is identified as needing improvement in critical thinking, assessment tasks may include analytical essays, problem-solving scenarios, or class discussions that specifically gauge their critical thinking skills. Likewise, if effective communication is a learning need, assessment tasks might involve presentations, written reports, or group projects, allowing students to demonstrate and enhance their communication abilities.

Regular formative assessments, such as quizzes or class discussions, provide immediate feedback, allowing instructors to gauge ongoing progress in addressing learning needs. Summative assessments, like final exams or comprehensive projects, offer a

holistic view of how well students have progressed in areas initially identified as learning needs. This targeted alignment between assessment tasks and identified learning needs ensures a tailored and effective educational experience for each student.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

[https://christcollegebhopal.org/siteadmin/document/FeedBack/Student\\_Satisfaction\\_Survey\\_22-23.pdf](https://christcollegebhopal.org/siteadmin/document/FeedBack/Student_Satisfaction_Survey_22-23.pdf)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

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

0

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

<p><b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b></p>	<p>Three of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 741 539 846">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 846"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 846 539 952">Sanction letters of award of incentives</td> <td data-bbox="539 846 1436 952">No File Uploaded</td> </tr> <tr> <td data-bbox="86 952 539 1126">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 952 1436 1126"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1126 539 1227">Documentary evidence for each of the claims</td> <td data-bbox="539 1126 1436 1227"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1227 539 1294">Any other relevant information</td> <td data-bbox="539 1227 1436 1294"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence for each of the claims	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	<p>Three of the above</p>
File Description	Documents														
Data as per Data Template	<a href="#">View File</a>														
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>														
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Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>														
Documentary evidence for each of the claims	<a href="#">View File</a>														
Any other relevant information	<a href="#">View File</a>														
<p><b>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</b></p>	<p>Three of the above</p>														

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

### 3.2 - Research Publications

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

6

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

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

0

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

### 3.3 - Outreach Activities

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

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

22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
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

524



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	<a href="#">View File</a>
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

3

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

173

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
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 values and responsibilities to the faculty members and students through various activities, including awareness rallies, donation drives, etc. The institution with the help of a college-level project grant scheme, is conducting research in our adopted village Shanti Nagar (adopted village) for the improvement of the educational status of the residents. Through extension and outreach programs, we sensitize the students to develop social values and spread their responsibilities and knowledge about societal issues and problems by making them involved with the community. We organize rallies to spread awareness, perform door-to-door surveys to have first-hand

information about various issues such as education, health, drug addiction, and gender issues, etc.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
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

3

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other

**universities, industries, corporate houses etc. during the academic year**

**1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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**

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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 and Development Cell****27. Multipurpose hall**

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	<a href="https://christcollegebhopal.org/portaltemplate.php?mainmenu=ABOUT%20US&amp;submenu=Infrastructure&amp;subsubmenu=&amp;subsubsubmenu=#divid">https://christcollegebhopal.org/portaltemplate.php?mainmenu=ABOUT%20US&amp;submenu=Infrastructure&amp;subsubmenu=&amp;subsubsubmenu=#divid</a>
Any other relevant information	No File Uploaded

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

3.19566

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
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.

**Not Available**

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

The college Library subscribed to N-List and DELNET in April 2023, and since then students and staff have been given orientation on using e-resources through the N-List and DELNET platform. Still, the platform is new to the users and from time to time orientations on its usage and importance have been given by the college librarian

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Four of the above**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
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	<a href="#">View File</a>

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

0.87956

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

40

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

Staff members including non teaching staff and the students of M.Ed. and B.Ed use computer lab and internet services for accessing study materials and other relevant material. M.Ed. students and staff pursuing PhD avail services provided by the college including online e-resources for completing their thesis and 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.

Library has N-List and DELNET facility and to access e-resources, the library has installed three desktop computers in the library itself.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

137:38

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	<a href="#">View File</a>
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

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

<b>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</b>	<b>Five or more of the above</b>
--	----------------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
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	<a href="https://www.youtube.com/@christospectrum5304">https://www.youtube.com/@christospectrum5304</a>
Any other relevant information	<a href="#">View File</a>

#### 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)

15.11493

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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	<a href="https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&amp;submenu=Infrastructure&amp;subsubmenu=&amp;subsubsubmenu=#divid">https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&amp;submenu=Infrastructure&amp;subsubmenu=&amp;subsubsubmenu=#divid</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>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</b>	All of the above
--	------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
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
18	58

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
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).

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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)

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The student council plays a pivotal and proactive role in institutional functioning, actively contributing to students' welfare and fostering a vibrant campus environment. Through regular meetings and collaborations with the administration, the student council serves as a liaison between students and faculty, addressing concerns and advocating for student needs. They organize and participate in various campus events, including cultural programs, seminars, and community outreach initiatives, enhancing the overall student experience. The council promotes open communication by gathering feedback from peers and actively engaging in decision-making processes related to academic policies and extracurricular activities. This proactive involvement creates a sense of ownership among students, empowering them to shape and enhance the institutional environment.

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

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
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 non-registered but functional, plays a pivotal role in the development of the institution through significant contributions. Firstly, in the realm of Financial Support, alumni contribute substantially through donations.

Secondly, in the domain of academic and professional enrichment activities, Career Development and Placement, alumni actively engage in mentorship programs, career counseling sessions, and networking events. Their industry insights and professional connections benefit current students, providing them with valuable guidance and exposure. These contributions foster a strong bridge between academia and industry, enhancing students' employability and the institution's reputation. The Alumni Association's commitment to financial backing and career development exemplifies its crucial role in advancing the institution's growth and impact.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students**

Three/Four of the above



**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**

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
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	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
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 serves as an impactful support system to the institution by employing a multifaceted mechanism for motivating and nurturing special talents in students. Firstly, alumni engagement programs, including interactive sessions, workshops, and guest lectures, provide students with real-world insights and success stories, serving as motivational platforms. Secondly, mentorship initiatives connect alumni with students possessing unique talents, offering personalized guidance and

encouragement. Additionally, alumni often sponsor and participate in talent-centric events, competitions, and scholarships, creating opportunities for students to showcase and develop their exceptional abilities. Through this comprehensive mechanism, the Alumni Association significantly contributes to the motivation and cultivation of special talents among students, fostering a dynamic and supportive learning environment within the institution.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building of the college.

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.Uma Yagnikas the class representative of M.Ed. and the Ms. Bhawna Srivastava 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

### The Practice

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

- Session on Basics of Social Science Research
- FDP on Research Methodology
- Session on Research Methodology
- Session on Identification of Problem and Writing Title
- Workshop on Emotional Intelligence for Teachers
- Session on Review of the literature using online resources- Google Scholar
- Workshop on Referencing with American Psychological Association
- Session on Basic Statistical Concepts- Descriptive and Inferential Statistics, Central Tendency, Dispersion
- Workshop on Referencing and APA,

#### Evidence of Success

- Students could participate in research activities
- With the help of Action Research they are now able to solve classroom problems.
- Students could do the dissertation which is a part of their curriculum successfully
- Teachers also started showing interest and were getting involved in Research activities.
- Teachers as well as students could understand both the theoretical and the practical aspect of Research.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.christcollegebhopal.org/siteadmin/document/Academic_Calendar_2022-2023.pdf">https://www.christcollegebhopal.org/siteadmin/document/Academic_Calendar_2022-2023.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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

Education Policy of Christ College has the following characteristics

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

Our educational endeavours aim at forming leaders who are intellectually competent, spiritually mature, morally upright, psychologically integrated, physically healthy and socially acceptable, who will champion the cause of justice, love, truth and peace, and who are ever open to further growth.

Our institutions are open to all students irrespective of caste and creed; they are accepted and cherished as they are and are helped to grow in their cultural, social and religious traditions. As they are privileged to be in our institutions, they will also have the right to get acquainted with the person of Jesus Christ and his Gospel.

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	<a href="https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&amp;submenu=Organogram&amp;subsubmenu=&amp;subsubsubmenu=#divid">https://www.christcollegebhopal.org/portal/template.php?mainmenu=ABOUT%20US&amp;submenu=Organogram&amp;subsubmenu=&amp;subsubsubmenu=#divid</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three/Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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.

#### The Practice

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

- Session on Basics of Social Science Research
- FDP on Research Methodology
- Session on Research Methodology
- Session on Identification of Problem and Writing Title
- Workshop on Emotional Intelligence for Teachers
- Session on Review of the literature using online resources- Google Scholar
- Workshop on Referencing with American Psychological Association
- Session on Basic Statistical Concepts- Descriptive and Inferential Statistics, Central Tendency, Dispersion
- Workshop on Referencing and APA,

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
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
- 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	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

01

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
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**

06

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
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. A check is kept on continuous improvement and growth of all the staff members.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

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.

There was no objection from the auditor hence objection report is not attached.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
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)**

1,30000Rs only	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Salary and wages</li> <li>• Repair and maintenance</li> <li>• Academic expenses</li> <li>• Miscellaneous Expenses</li> <li>• Garden expenses</li> <li>• Functions and celebrations</li> <li>• Stationary and printing</li> <li>• Phone and postage</li> <li>• Medical expenses</li> <li>• Office expense</li> <li>• Newspaper and magazine</li> <li>• Sports expenses</li> <li>• Conducting seminar / conferences/ special lectures</li> <li>• Social welfare</li> <li>• Electricity bill</li> </ul>	

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
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**

Three of the above

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.christcollegebhopal.org/siteadmin/document/IQAC%20MEETING%202022-2023.pdf">https://www.christcollegebhopal.org/siteadmin/document/IQAC MEETING 2022-2023.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.christcollegebhopal.org/siteadmin/document/1684917948_AQAR%202021-2022.pdf">https://www.christcollegebhopal.org/siteadmin/document/1684917948_AQAR%202021-2022.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Energy policy of Christ College monitors, conserves and manages the energy needs of the campus with the growth in the energy demands of the institute; It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures and maintain the efficiently utilize the Electrical Energy with maximum utilization of Renewable solar power.

Generating system and optimal consumption of lighting load with the proper energy conservation measures on the campus. Also to maintain green energy campus with utilization of energy management system.

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

1. Replacement of the existing conventional lighting with the LED lamps.
2. Monitor the electricity bills for the efficient utilization of solar power plant installed in the campus.
3. Create awareness among the students and staff in energy conservation and management by the Eco-club of the college.
4. Encourage students and staff to be energy efficient by encouraging vehicle pooling and use of bicycles.
5. Organising expert lectures in the area of energy conservation.
6. Solar panels were installed to minimize the use of non-



renewable source of energy.

7. 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.
8. Reduce e-waste to maximum with proper maintenance, before moving on to Replace & Recycle stage.
9. Use of energy efficient, star labelled equipments for various purposes.\
10. Solar Energy Plant have been installed on 23/06/2022.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
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.

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

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. Instead of taking CD'S from students, data is taken in Pen drives or through email and students upload the pdf of the assignments in Google classroom.
6. Consciousness is created among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they

produce by following the five "R" principle of reduce, reuse, recycle, refuse and regenerate.

7. Creating environmental consciousness through observation of various days of importance such as world environment day, plastic free day, world water day, energy conservation day, van mahotsavaetc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Christ College pleasures to actively conduct cleanliness activities in the college and beyond the campus. The college has following plans for the same:

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>All of the above</b>
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>
<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>	
<b>0.24900 lakh</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
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 actively involved in contributing in improving the local environment and has been contributing in community welfare. The activities conducted for same includes :

- Plantation Drive
- Joy of Sharing
- Awareness Rally
- Skit on Gender Sensitization by the students of B.Ed.

Christ College will keep on contributing its services to the society and local environment and will prepare the students in such a way that they also serve the society through out their lives.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

#### The Practice

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

- National Seminar on NEP 2020: Opportunities and challenges.
- Session on Basics of Social Science Research
- FDP on Research Methodology
- Session on Research Methodology
- Session on Identification of Problem and Writing Title
- Session on Review of the literature using online resources- Google Scholar
- Workshop on Experiential Learning
- Workshop on Referencing with American Psychological Association
- Session on Basic Statistical Concepts- Descriptive and Inferential Statistics, Central Tendency, Dispersion

### 2. Title of the Practice : Beyond Curriculum

## The Practice

Christ College in order to contribute to the society has taken following initiatives

- Workshop on Emotional Intelligence for Teachers
- Session on Review of the literature using online resources- Google Scholar
- Workshop on Experiential Learning
- Classroom Presentations
- Competitions on Presentation skill, mehendi etc
- Workshop on Referencing with American Psychological Association
- Certificate Course on Website Development
- Special Session on Yoga
- Certificate Course in Innovative Teaching Practices
- Session on Inclusive Classroom
- Special Session on Integrating Art with Teaching Learning Process and Session on Gender Identity
- Session on Environmental Awareness and Protection
- Delnet Facility for students
- Awareness rally on Swachha Bharat Abhiyan.
- Webinars on Interview skills, Personal growth, Professional Etiquette, Special session on Mental Health etc.
- Workshop on Referencing and APA,
- Workshop on Critical reading skills.
- Certificate course on Presentation skills, website development and Innovative teaching practices.
- Special extension lectures at Khalsa College Amritsar and Trinity College Jalandhar.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Some programs for going beyond curriculum the following programs were conducted:

- Workshop on Emotional Intelligence for Teachers
  - Session on Review of the literature using online resources- Google Scholar
  - Workshop on Experiential Learning
  - Classroom Presentations
  - Competitions on Presentation skill, mehendi etc
  - Workshop on Referencing with American Psychological Association
  - Certificate Course on Website Development
  - Special Session on Yoga
  - Certificate Course in Innovative Teaching Practices
  - Session on Inclusive Classroom
  - Special Session on Integrating Art with Teaching Learning Process and Session on Gender Identity
  - Session on Environmental Awareness and Protection
  - Delnet Facility for students
  - Awareness rally on Swachha Bharat Abhiyan.
  - Webinars on Interview skills, Personal growth, Professional Etiquette, Special session on Mental Health etc.
  - Workshop on Referencing and APA,
  - Workshop on Critical reading skills.
  - Certificate course on Presentation skills, website development and Innovative teaching practices.
  - Special extension lectures at Khalsa College Amritsar and Trinity College Jalandhar.
- Secondly some other programs for developing Excellence in Research Aptitude following initiatives were taken:
1. FDP on Research Methodology
  2. National Seminar on NEP 2020: Opportunities and challenges.
  3. Session on Basics of Social Science Research
  4. FDP on Research Methodology
  5. Session on Research Methodology
  6. Session on Identification of Problem and Writing Title
  7. Session on Review of the literature using online resources- Google Scholar
  8. Workshop on Experiential Learning
  9. Workshop on Referencing with American Psychological



**Association****10. Session on Basic Statistical Concepts- Descriptive and Inferential Statistics, Central Tendency, Dispersion**

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>