



## YEARLY STATUS REPORT - 2023-2024

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>CHRIST COLLEGE</b>
• Name of the Head of the institution	<b>Prof. Fr. Johnson S.V.</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>07554278601</b>
• Mobile No:	<b>9425691997</b>
• Registered e-mail ID (Principal)	<b>christbhopal@gmail.com</b>
• Alternate Email ID	<b>frjohnsonk@rediffmail.com</b>
• Address	<b>St. Paul Campus, P.B. No.7, Anand Nagar, Bhopal</b>
• City/Town	<b>Bhopal</b>
• State/UT	<b>Madhya Pradesh</b>
• Pin Code	<b>462022</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Barkatullah University, Bhopal</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Diwakar Singh</b>				
• Phone No.	<b>07554278601</b>				
• Alternate phone No.(IQAC)	<b>9425691997</b>				
• Mobile (IQAC)	<b>9425024983</b>				
• IQAC e-mail address	<b>christbhopal@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>diwkarsingh13@gmail.com</b>				
<b>3.Website address</b>	<a href="https://christcollegebhopal.org/index.php">https://christcollegebhopal.org/index.php</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://christcollegebhopal.org/siteadmin/document/1702464382_AOAR%202022-2023.pdf">https://christcollegebhopal.org/siteadmin/document/1702464382_AOAR%202022-2023.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://christcollegebhopal.org/siteadmin/document/Academic_Calendar_2023-2024.pdf">https://christcollegebhopal.org/siteadmin/document/Academic_Calendar_2023-2024.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Nil</b>	<b>Nil</b>	<b>3.21</b>	<b>2014</b>	<b>21/02/2014</b>	<b>21/02/2019</b>
<b>6.Date of Establishment of IQAC</b>			<b>01/12/2013</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
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>	
<b>8.Whether composition of IQAC as per latest</b>			<b>Yes</b>		

<b>NAAC guidelines</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Orientation programs and consultancy sessions were conducted at various schools and institutions, including workshops on NEP 2020 guidelines and 21st-century skills.		
Workshops on SPSS, ICT, resume writing, and classroom presentation skills were conducted. Special sessions on NEP 2020, diagnostic tests, and professional ethics were conducted.		
Regular remedial classes for B.Ed. and M.Ed. students were organized. Faculty attended workshops, presented papers, and published research on topics like NEP 2020 and AI in education. Mehandi competition, slogan writing, and the Best Library User Award were organized successfully.		
Visits to Shanti Nagar and HOSPICE Snehalya were organized. "Joy of Sharing" and a blood donation event were organized. Alumni interactions, research meets, and orientation sessions were organized in December and January.		
A career guidance program at Green City School was conducted on 15 September 2023. Courses on drama, art in education, and other skill enhancement programs for B.Ed. and M.Ed. students were conducted.		

**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>Planning for staff development programs and workshops</p>	<p>A training program for support staff was conducted on 15 July. - A professional development program for non-teaching staff was conducted on 28 August. - A staff enrichment program on professional ethics was conducted on 5 August.</p>
<p>Consultancy programs at various institutions</p>	<p>A Faculty Development Program at Maria Vidya Sadan School, Bareilly was conducted on 22 July. - Orientation programs and consultancy sessions were conducted at various schools and institutions, including workshops on NEP 2020 guidelines and 21st-century skills.</p>
<p>Special sessions, workshops, and remedial classes</p>	<p>Workshops on SPSS, ICT, resume writing, and classroom presentation skills were conducted. - Special sessions on NEP 2020, diagnostic tests, and professional ethics were conducted. - Regular remedial classes for B.Ed. and M.Ed. students were organized.</p>
<p>Community outreach programmes</p>	<p>Visits to Shanti Nagar and HOSPICE Snehalaya were organized. -</p>
<p>Extension activities</p>	<p>A career guidance program at Green City School was conducted on 15 September 2023.</p>
<p>Value-added courses</p>	<p>Courses on drama, art in education, and other skill enhancement programs for B.Ed. and M.Ed. students were conducted.</p>
<p>Important day celebrations</p>	<p>Independence Day, Teachers' Day, Diwali, and Christmas celebrations were successfully</p>

	organized.
Encourage faculty participation	Faculty attended workshops, presented papers, and published research on topics like NEP 2020 and AI in education.
Student council election	Student council elections were successfully conducted.
Teacher training at the institute and cooperating schools	Special sessions on micro-teaching and professional ethics were organized.
Induction, farewell, and skill enhancement programs	Induction programs for B.Ed. and M.Ed. students were conducted on multiple dates. - A farewell for final-year students was organized.
Assessment and evaluation of students	Pre-university exams for B.Ed. and M.Ed. students in multiple semesters were conducted. - Presentations on guidance and counseling themes were organized.
Enrichment programs for alumni	Alumni interactions, research meets, and orientation sessions were organized in December and January.
Educational tours	Educational trips to Chanderi and the Tribal Museum were organized.
Mentor-mentee groups	Mentor-mentee groups were formed on 5 August.
Competitions	Mehandi competition, slogan writing, and the Best Library User Award were organized successfully.
Practice teaching in cooperating schools	Practice teaching in various cooperating schools begun in October 2023.
<b>13. Whether the AQAR was placed before</b>	<b>Yes</b>

<b>statutory body?</b>	
<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, Sagar	24/06/2023
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2023-2024	20/12/2024
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>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.</p>	
<b>16. Academic bank of credits (ABC):</b>	
Nil	
<b>17. Skill development:</b>	
<p><b>Professional Skills:</b> Workshops and sessions such as "Artificial Intelligence as a Magic Tool" and "Data Analysis using SPSS and Excel" developed technological and analytical competencies. <b>Research Skills:</b> Faculty and student participation in research paper presentations and workshops, like the "Systematic Literature Review and Meta-Analysis," fostered academic inquiry and research excellence. <b>Communication Skills:</b> Induction programs, professional ethics sessions, and student council elections provided platforms for improving interpersonal and leadership skills. Teaching</p>	

**Proficiency:** Special classes on micro-teaching and classroom presentation enabled aspiring educators to refine pedagogical approaches. **Ethical and Social Awareness:** Events like "Joy of Sharing," tribal museum visits, and community initiatives encouraged cultural sensitivity and community engagement. **Employability Skills:** Sessions on resume writing, interview skills, and ICT usage prepared students for the job market. **Creative Skills:** Competitions like Mehndi and workshops on creative instructional tools enhanced artistic and instructional creativity. **Teamwork and Leadership:** Activities like mentor-mentee formation and the celebration of collaborative events strengthened teamwork capabilities.

#### **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):**

Activities like workshops on "Artificial Intelligence," "Data Analysis using SPSS and Excel," and ICT training emphasized equipping students with technological and analytical skills, ensuring industry readiness. Sessions on micro-teaching, classroom presentation, and professional ethics enhanced pedagogical expertise and instilled ethical responsibility, aligning with the outcomes of professional competence. Research-focused initiatives, including paper presentations and seminars on themes like "Transforming Education: Policies, Practices, and Progressions," cultivated critical thinking and research abilities, essential for academic and professional excellence. Employability was a key focus through



activities such as resume writing, interview skills training, and CTET preparation, equipping students to meet career objectives. Cultural and social engagement were prioritized through events like tribal museum visits, Independence Day celebrations, and community development programs, fostering social responsibility and cultural sensitivity. Additionally, mentor-mentee group formations and student council elections nurtured collaboration and leadership skills, vital for teamwork-oriented outcomes. Creative activities like Mehndi competitions and instructional tool workshops further encouraged innovation and artistic expression. By integrating skill development, ethical values, and employability into its activities, the academic calendar effectively promotes OBE principles, ensuring holistic student development.

## 20.Distance education/online education:

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

## Extended Profile

### 1.Student

2.1	118
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	60
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	48
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		45
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		118
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2. Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		17,30473
4.2 Total number of computers on campus for academic purposes		51
<b>3. Teacher</b>		
5.1 Number of full-time teachers during the year:		14
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	No File Uploaded	
5.2 Number of sanctioned posts for the year:		0
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		

## 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

Christ College follows a dynamic and inclusive approach to curriculum planning and revision, aligning with the activities outlined in its academic calendar for 2023–2024. Regular faculty development programs and workshops, such as the Faculty Development Program in July and the ICT workshops in June, empower educators to adopt innovative teaching methodologies. The institution fosters collaboration by engaging stakeholders through initiatives like mentor-mentee group formations and alumni interaction sessions.

Activities such as visits to cultural and historical sites (e.g., Tribal Museum in August) and community development projects (e.g., Snehalaya visit in December) integrate local context into learning. Special sessions, including those on NEP 2020 and skill enhancement, ensure curriculum relevance to contemporary educational policies. Through continuous assessment, workshops, and adaptation to local needs, the institution ensures a robust, context-sensitive, and forward-thinking curriculum. Enrichment of the school internship programme was done as per the few aspects of SQAAF.

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

A. All of the above

schools Employers Experts Students Alumni	
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	<a href="#">View File</a>
<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>A. All of the Above</b>
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=Programme%20Learning%20Outcomes&amp;subsubmenu=&amp;subsubsubmenu=#divid">https://christcollegebhopal.org/portaltemplate.php?mainmenu=ACADEMICS&amp;submenu=Programme%20Learning%20Outcomes&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

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
20	
<b>File Description</b>	<b>Documents</b>
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	No File Uploaded
Any other relevant information	Nil
<b>1.2.2 - Number of value-added courses offered during the year</b>	
2	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
2	
<b>File Description</b>	<b>Documents</b>
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	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
44	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	

44

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**

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 institution's curriculum is designed to foster a fundamental understanding of teacher education by combining theoretical and practical components. Induction programs for B.Ed. and M.Ed. students introduce pedagogical principles and contemporary practices. Faculty-led sessions on NEP 2020 and microteaching ensure a solid foundation in teaching strategies, while workshops on ICT and SPSS equip students with technological and analytical skills critical for modern education. Field visits to cooperating schools and participation in community projects further ground students in real-world teaching scenarios.

To prepare students for teaching at various educational levels, the curriculum includes special sessions on microteaching, classroom presentation, and resume writing. These activities help students develop skills tailored to their chosen specializations. Exposure to cultural contexts through visits, like the Tribal Museum, and workshops on action research provide a diverse perspective on teaching methodologies.

The curriculum emphasizes applying learned concepts through diagnostic and achievement tests, e-content development, and thematic presentations. Practical workshops and community initiatives enable students to adapt theoretical knowledge to classroom challenges effectively.

Skills like emotional intelligence, critical thinking, negotiation, communication, and collaboration are nurtured through events like the Joy of Sharing, cultural celebrations, mentoring programs, and professional ethics sessions. These activities ensure holistic development, preparing students for collaborative and dynamic educational environments.

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

The institution introduces students to the diversity in school systems in India and beyond through a variety of activities. Visits to schools, such as cooperating school observations and community-focused institutions, provide firsthand exposure to the development and functioning of school systems. Through workshops and orientations on NEP 2020 and NCF 2023, students learn about the evolving frameworks shaping Indian education, highlighting state-wise variations in norms and standards.

The functioning of various school boards is explored through sessions on assessment systems, professional ethics, and resume writing, preparing students to understand the distinct roles of CBSE, ICSE, state boards, and international boards. Special emphasis is placed on functional differences, enabling students to analyze variations in curricula, pedagogies, and evaluation practices.

Comparative perspectives are integrated through participation in national webinars and research-focused sessions, such as those on online education effectiveness. Workshops on ICT and AI tools expose students to global trends, ensuring they comprehend international teaching and assessment standards. These experiences equip students



with the knowledge and skills needed to navigate diverse educational systems effectively while fostering a comparative outlook essential for modern educators.

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

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 ensures students develop professionally relevant understandings and consolidate them into professional acumen through a range of interconnected curricular experiences. Induction programs and specialized sessions, such as microteaching and action research, establish a foundational understanding of teaching principles while fostering analytical and reflective practices. Workshops on NEP 2020, SPSS, and AI tools for e-content development integrate contemporary educational practices, enabling students to adapt to evolving professional demands.

Practical engagements, including classroom presentations, diagnostic and achievement tests, and observations of cooperating schools, allow students to connect theoretical knowledge with real-world applications. Thematic activities like visits to museums and community development initiatives encourage a broader perspective on the sociocultural context of education.

Professional ethics sessions, resume writing workshops, and alumni interaction events provide critical insights into the teaching profession, helping students prepare for professional challenges. Additionally, exposure to international and comparative perspectives through webinars and collaborative events strengthens their global outlook.

By fostering emotional intelligence, communication, critical thinking, and teamwork through events like the Joy of Sharing and

mentor-mentee programs, the institution ensures students gain a holistic understanding of interconnected learning engagements, equipping them with the skills and confidence needed for the professional field.

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

#### 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>	Four of the above
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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	No File Uploaded

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	Feedback collected, analyzed, action taken and available on website
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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	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

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

62

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

62

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	No File Uploaded
Any other relevant information	No File Uploaded

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

12

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

12

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**

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

**2.2 - Honoring Student Diversity**

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

The institution employs a structured assessment process at the entry level to identify the learning needs and readiness of students for professional education programs. Induction programs for B.Ed. and M.Ed. students provide an initial platform to evaluate their background knowledge, learning styles, and professional aspirations. Diagnostic tests and achievement tests, as outlined in the academic calendar, further assess students' academic preparedness and areas requiring improvement.

Special sessions on microteaching and classroom presentation skills help identify individual strengths and developmental needs in pedagogical techniques. Mentor-mentee groups formed early in the program provide personalized guidance, enabling faculty to address specific challenges faced by students.

Academic support is provided through remedial classes, value-added courses, and skill enhancement workshops on topics such as ICT, professional ethics, and research methodologies. Regular feedback during activities like resume writing sessions and action research presentations ensures continuous improvement.

The institution also offers community engagement opportunities, such as school visits and cultural events, to build confidence and practical understanding. These initiatives collectively ensure that students are well-equipped to transition smoothly into professional

education and address their diverse learning needs effectively.

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	<a href="#">View File</a>
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	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

9:1

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

14

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.

The institution adopts a multiple-mode approach to teaching-learning, ensuring diverse and effective learning experiences tailored to various courses. Experiential learning is emphasized through field visits, such as those to cooperating schools, tribal museums, and community development centers, offering students practical exposure to diverse educational settings.

Participative learning is fostered through mentor-mentee programs, student council activities, and cultural events like the Joy of Sharing, encouraging collaboration and active engagement. Problem-solving methodologies are integrated through activities like action

research projects, diagnostic tests, and workshops on SPSS and data analysis, helping students develop critical thinking and analytical skills.

Focused group discussions and brainstorming sessions are employed during sessions on professional ethics, microteaching, and classroom presentation skills to enhance reflective thinking and communication. Online learning modes, such as workshops on AI tools for e-content development and the use of SWAYAM and DELNET platforms, equip students with digital competencies and access to global learning resources.

The rationale for adopting these varied modes lies in addressing the diverse learning needs of students, bridging theoretical and practical knowledge, and fostering skills essential for the professional field. This blended approach ensures holistic development and prepares students for dynamic teaching environments.

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

### 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

105

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	No File Uploaded
Link of resources used	<a href="https://www.youtube.com/@christospectrum5304">https://www.youtube.com/@christospectrum5304</a>
Any other relevant information	No File Uploaded

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

The institution provides continual mentoring to develop professional attributes in students through structured and holistic initiatives. Working in teams is encouraged via mentor-mentee groups, collaborative workshops, and participative activities like student council elections and community engagement projects, fostering teamwork and leadership.



Dealing with student diversity is addressed through exposure to varied educational contexts, including visits to tribal museums, cooperating schools, and cultural events. These experiences equip students to adapt to diverse classroom needs and embrace inclusivity.

Conduct of self with colleagues and authorities is instilled through sessions on professional ethics, mentoring on interpersonal skills, and active involvement in structured programs like faculty development and alumni interactions.

Balancing home and work stress is supported through stress-relieving cultural activities like Onam and Christmas celebrations, as well as sessions focusing on emotional intelligence and mindfulness, ensuring holistic well-being.

To ensure students are keeping abreast with recent developments in education and life, the institution offers workshops on AI tools, ICT, and research methodologies, alongside sessions on NEP 2020 and NCF 2023. These activities provide exposure to contemporary trends, equipping students to stay informed and adaptive in the professional field. This multifaceted mentoring approach fosters professional growth and personal resilience.

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	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

The teaching-learning process at the institution nurtures creativity, innovativeness, intellectual skills, empathy, and life skills through a wide range of activities. Creativity is fostered through cultural events like Mehendi competitions, Onam celebrations, and community engagement initiatives, allowing students to explore their artistic and cultural expressions. Workshops on AI tools for e-content development and innovative teaching methodologies encourage students to think outside the box and integrate technology creatively in their practice.

Intellectual and critical thinking skills are cultivated through research-oriented activities, such as workshops on SPSS, data analysis, and action research, as well as thematic presentations on NEP 2020. Students are encouraged to participate in webinars, seminars, and publication opportunities, broadening their intellectual horizons and enhancing analytical abilities.

Empathy and life skills are developed through community-oriented programs, including visits to institutions like Snehalaya and Shanti Nagar, promoting compassion and understanding of societal challenges. Special sessions on professional ethics and emotional intelligence further nurture interpersonal skills and moral sensitivity.

Life skills like collaboration, communication, and problem-solving are integral to activities such as mentor-mentee groups, team-based projects, and participative learning sessions. This multifaceted approach ensures holistic development, preparing students to excel in both their professional and personal lives.

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)**

All 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Ten/All of the above

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<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

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

All of the above

File Description	Documents
Data as per Data Template	<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	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	<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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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	<a href="#">View File</a>

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 ensures systematic planning and preparedness for the internship program through a structured approach. Selection of schools for internship involves collaboration with various cooperating schools, often through participative arrangements or on request. Visits to schools like cooperating institutions and community-based centers help identify suitable placements for students.

Orientation to school principals and teachers is conducted to align the objectives of the internship with institutional and school expectations, ensuring seamless collaboration. Orientation for students includes sessions on professional ethics, microteaching,

and classroom presentation skills, preparing them for their roles and responsibilities during the internship.

The role of teachers from the institution is clearly defined to include mentorship, regular monitoring, and providing constructive feedback to students. Teachers also facilitate reflective practices by guiding students in action research and innovative teaching methodologies.

Streamlining the mode of assessment is achieved through diagnostic tests, classroom presentations, and periodic feedback mechanisms to evaluate the performance of interns comprehensively. Exposure to a variety of school setups, including tribal and rural schools, equips students with diverse teaching experiences, fostering adaptability and inclusivity. This meticulous planning ensures students gain practical, meaningful, and professional insights during their internship.

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

48

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nine/All of the above

File Description	Documents
Data as per Data Template	<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.

To ensure the optimal impact of the internship program in schools, Christ College, Bhopal, adopts comprehensive monitoring mechanisms involving teacher educators, school principals, school teachers, and peers.

Teacher Educators play a critical role in orienting and guiding students through workshops, pre-internship preparation sessions, and action research projects. They ensure students are well-equipped with skills like microteaching and professional ethics. School Principals facilitate the smooth integration of interns into the school environment, offering support during observation and teaching practice sessions. School Teachers mentor interns by providing constructive feedback, helping them refine their classroom management and teaching skills. Peers contribute by engaging in collaborative learning, exchanging ideas, and observing each other to enhance teaching strategies.

Regular assessments, diagnostic tests, and skill-building workshops like those on classroom presentation and professional ethics are integral parts of the process, as documented in the academic calendar. These structured activities foster a robust learning environment, ensuring the professional growth of interns and their contribution to school education.



File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</b>	Four of the above
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
<b>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</b>	Four 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
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	

**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	<a href="#">View File</a>
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****143****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****143**

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 at Christ College, Bhopal, consistently strive to stay**

professionally updated through collaborative and knowledge-sharing initiatives. They actively participate in in-house discussions on current developments and issues in education, where they exchange insights and explore innovative teaching practices. For instance, professional ethics sessions and workshops on emerging topics like AI in education and research methodology reflect their dedication to addressing contemporary educational challenges.

Additionally, teachers engage in information sharing with colleagues and other institutions. They present papers, attend webinars, and contribute to seminars on policies and educational reforms, such as NEP 2020 and ICT integration. Faculty members also extend consultancy services and conduct orientation programs at schools and teacher training centers. These efforts ensure they remain well-informed and contribute to the broader educational discourse, enhancing their professional growth and impact.

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

## 2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) at Christ College, Bhopal, is an integral part of assessing student learning and development. The system incorporates diverse components to ensure comprehensive evaluation.

Regular diagnostic tests, achievement tests, and pre-university examinations form the backbone of academic assessment, helping identify students' strengths and areas for improvement. Special emphasis is placed on skill-based evaluations, such as classroom presentation skills, microteaching techniques, and action research projects, ensuring practical and reflective learning.

Workshops and sessions on critical domains, such as professional ethics, ICT, and skill enhancement, are organized to support continuous learning. Feedback from mentors and peers further enriches the learning process. Additionally, remedial classes are conducted to assist students needing extra support, reflecting the institution's commitment to inclusive education.

By blending formative assessments, skill-based evaluations, and reflective practices, the CIE system not only tracks academic progress but also fosters holistic development among students.

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

**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**

Four 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

Christ College, Bhopal, has an effective grievance redressal mechanism for examination-related issues to ensure transparency and fairness. Students are provided opportunities to address their concerns through a structured process involving faculty and administrative support.

The mechanism begins with regular orientation sessions, such as

those on examination guidelines, to familiarize students with policies and procedures. Grievances are primarily addressed during diagnostic tests, achievement tests, and pre-university examinations, where students can seek clarifications and assistance from mentors or faculty coordinators.

For unresolved issues, students can approach faculty members during remedial sessions or communicate their concerns through mentor-mentee interactions. Additionally, results, such as those for semester exams, are declared promptly, allowing students to review and raise concerns within a stipulated time.

The institution's emphasis on professional ethics and continuous dialogue ensures grievances are handled swiftly and effectively, maintaining trust and integrity in the evaluation process.

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.

Christ College, Bhopal, strictly adheres to its academic calendar for the conduct of Internal Evaluation, ensuring systematic and timely assessment of students. The calendar outlines all evaluation-related activities, including diagnostic tests, achievement tests, and pre-university examinations, scheduled at specific intervals throughout the academic year.

Workshops on skill enhancement, such as microteaching, classroom presentation skills, and professional ethics, are conducted as planned to support continuous evaluation. Special classes and remedial sessions for underperforming students are also integrated into the schedule to address individual learning needs.

The institution's commitment to adhering to the academic calendar ensures timely completion of evaluations and the announcement of results, such as those for B.Ed. and M.Ed. semester exams, enabling students to track their academic progress. Regular monitoring by faculty members and coordinated efforts between academic departments further ensure that all evaluation activities are conducted without

delays, promoting a culture of discipline and accountability.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

Christ College, Bhopal, ensures that the teaching-learning process aligns effectively with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) through a structured and outcome-driven approach.

The institution integrates skill-based workshops, such as those on microteaching, classroom presentation, and professional ethics, to equip students with competencies that directly map to the PLOs and CLOs. Action research projects and diagnostic assessments foster critical thinking and problem-solving, emphasizing practical application and academic excellence.

Activities like special sessions on ICT and orientation programs on NEP 2020 further align the curriculum with current educational standards and future-ready teaching practices. Regular mentor-mentee interactions and remedial classes ensure personalized guidance, helping students achieve course-specific objectives.

Periodic evaluations, including achievement tests and pre-university exams, are aligned with stated learning outcomes, enabling continuous monitoring and feedback. Faculty development programs and collaboration with external institutions also ensure that teaching methodologies remain dynamic and outcome-focused, creating a cohesive learning environment. This meticulous alignment ensures students meet the desired academic and professional standards.

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

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

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

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

Christ College, Bhopal, systematically monitors students' progressive performance and attainment of professional and personal attributes in alignment with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

The institution employs diagnostic tests, achievement tests, and pre-university exams to assess academic progress and identify areas for improvement. Workshops on professional ethics, ICT skills, and microteaching equip students with essential professional attributes, while mentor-mentee interactions provide personalized feedback and guidance.

Remedial classes and special sessions ensure that students facing challenges receive the support needed to meet learning outcomes. Participation in skill-oriented activities, such as classroom presentation skills and action research, develops practical competencies, enhancing both personal and professional growth.

Faculty members utilize these assessments to identify trends in performance and implement necessary improvements in teaching strategies. Regular discussions on student progress and adherence to the academic calendar ensure continuous enhancement of the learning process, helping students achieve their PLOs and CLOs effectively. This dynamic feedback loop fosters a culture of excellence and lifelong learning.

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	No File Uploaded

## 2.7.4 - Performance of outgoing students in internal assessment

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

40

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	No File Uploaded

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

At Christ College, Bhopal, assessment tasks are designed to address and reflect students' initially identified learning needs effectively. Through diagnostic tests and achievement tests, students' strengths and areas for improvement are identified early. These assessments provide a foundation for tailoring the teaching-learning process to meet individual needs.

For example, students requiring improvement in teaching techniques participate in microteaching sessions and classroom presentation workshops. Their performance in these activities demonstrates how well these interventions address their initial gaps in instructional skills. Similarly, special sessions on ICT cater to students needing technological proficiency, as reflected in their improved ability to integrate technology into teaching.



Remedial classes further ensure that students struggling with specific academic concepts receive targeted support. The performance of students in subsequent pre-university exams and skill-based evaluations validates how effectively their learning needs have been met. Regular mentoring and continuous feedback loops provide additional insights into their progress, ensuring a personalized and responsive educational experience.

This comprehensive approach ensures that students' learning needs are not only identified but systematically addressed, fostering measurable improvements in their academic and professional competencies.

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

## 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

<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>	Four of the above
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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	No File Uploaded

<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>	Three of the above
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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

1

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	No File Uploaded
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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

8

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

78

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
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

56

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

56

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.

Through a variety of initiatives, such as awareness campaigns and fundraising events, our university instills social ideals and obligations in both teachers and students. In order to raise the educational standing of the locals, the institution is carrying out research in our chosen hamlet, Shanti Nagar, with the assistance of a college-level project grant plan (though the agency one which sanctioned the grant last year has not released any such grant this year. We raise students' awareness of social ideals, their obligations, and societal challenges and problems by involving them in the community through outreach and extension initiatives. We host demonstrations to raise awareness and conduct door-to-door surveys

to get firsthand data on a range of topics, including gender issues, drug addiction, education, and health.

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

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

2

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

**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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

9

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

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

0.805119

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.

We have DelPlus Software for managing library automation, such as - For circulation, data management etc.

This software is complementary with the subscription of DELNET. The college has been using DELNET for the last two sessions.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://christcollegebhopal.org/portaltemplate.php?mainmenu=ABOUT%20US&amp;submenu=Library&amp;ubsubmenu=&amp;subsubsubmenu=#divid">https://christcollegebhopal.org/portaltemplate.php?mainmenu=ABOUT%20US&amp;submenu=Library&amp;ubsubmenu=&amp;subsubsubmenu=#divid</a>
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

With the subscription of NList the students, teachers, Alumni and few research scholars are allowed to access the available e-resources including journal, ebooks , magazines etc

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	No File Uploaded

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

Four of the above

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

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

0.5558

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

37

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	<a href="https://drive.google.com/file/d/1jCk6pIoj7Kg0ivuza49k2ZtsvHI_Sq7e/view?usp=drive_link">https://drive.google.com/file/d/1jCk6pIoj7Kg0ivuza49k2ZtsvHI_Sq7e/view?usp=drive link</a>
Any other relevant information	<a href="#">View File</a>

**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.

College also provides Dongle with high speed data, to the teachers whenever is needed for paper presentation/project work/ any other academic work

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	No File Uploaded

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

118:37

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
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

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

Five or more of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="#">NIL</a>
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/watch?v=atiGJhNK31s">https://www.youtube.com/watch?v=atiGJhNK31s</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)**

4.92

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://christcollegebhupal.org/siteadmin/document/System%20and%20Procedures.pdf">https://christcollegebhupal.org/siteadmin/document/System and Procedures.pdf</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill** | Five fo the above

**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**

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	<a href="#">View File</a>
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<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**

B. Any 3 of the above

**online/offline students' grievances Timely redressal of the grievances through appropriate committees**

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	<a href="#">View File</a>
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
9	48

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).

4

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)

2

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 at Christ College, Bhopal, actively contributes to institutional functioning and student welfare by serving as a bridge between the administration and the student body. The council is involved in organizing and managing various academic, cultural, and social activities that enhance the overall student experience.

For example, the Student Council Election ensures a democratic process of representation, empowering students to voice their concerns and ideas. The council plays a proactive role in coordinating events like Teachers' Day celebrations, Onam celebrations, and Joy of Sharing, fostering a sense of community and cultural inclusivity among students.

Additionally, the council supports academic initiatives by collaborating in events like professional ethics sessions, skill-based workshops, and career guidance sessions, ensuring students' holistic development. They also assist in organizing special events like blood donation drives and community development programs, showcasing their commitment to social responsibility.

By promoting student engagement and welfare, the council not only contributes to institutional functioning but also ensures a platform for students to develop leadership and organizational skills, aligning with the institution's vision of fostering well-rounded individuals.

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	No File Uploaded
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**

8

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 at Christ College, Bhopal, plays a pivotal role in the institution's development by leveraging the expertise and experiences of its graduates to enhance academic and professional outcomes.

One significant contribution is the Orientation Program for Alumni on N-List, where alumni are empowered with access to advanced academic resources, enabling them to contribute to research and mentorship for current students. This fosters a collaborative academic environment and strengthens the institution's knowledge-sharing culture.

Another notable contribution is the Alumni Interaction Session, where former students share their professional journeys and experiences from their time at Christ College. This provides valuable insights and inspiration for current students, helping them navigate their educational and career paths more effectively.

Through such initiatives, the Alumni Association contributes to building a strong network that supports institutional growth, fosters professional development, and ensures the continued success of its students and the institution.

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	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
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 of Christ College acts as an effective support system through its active engagement in various initiatives that nurture and motivate students. Alumni contribute by sharing professional experiences during interactive sessions, such as the "Experience Sharing" session on October 5, 2023, where they offered valuable career insights. They also mentor students in research and skill development through structured programs and workshops, such as the "Research Meet" on December 7, 2023, and the workshop on creative tools held on June 7, 2024.

Furthermore, the association strengthens alumni-college collaboration by identifying and working on educational thrust areas, like inclusive practices and innovative pedagogies, discussed during the February 7, 2024 meeting. Alumni-led initiatives like mentorship programs, research-oriented projects, and periodic interaction sessions foster professional growth, creativity, and academic excellence. By continuously engaging with students and faculty, the Alumni Association supports individual and institutional development while inspiring a culture of innovation and inclusivity?

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

The organizational administration hierarchy of Christ college includes Rev. Fr Cyril CMI, Provincial, , Rev. Dr Fr Sebastian, Manager, 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.Raveena Goyal as the Studentrepresentative 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	No File Uploaded

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

The Academic Council, in collaboration with the Internal Quality Assurance Cell (IQAC), has initiated a comprehensive training program to implement the National Education Policy (NEP) 2020, aiming to contribute to the vision of Atmanirbhar Bharat (Self-reliant India). This initiative focuses on equipping educators and administrators with the necessary skills and knowledge to effectively adopt NEP 2020's reforms, which emphasize holistic, multidisciplinary education, skill development, and self-reliance. By fostering a deeper understanding of NEP 2020's objectives, the training seeks to enhance the quality of education and empower students to become competent professionals, thereby aligning with the national mission of Atmanirbhar Bharat. The Practice:

Maria Vidya Sadan School- 'NEP 2020 - Innovative teaching practices'

SQAAF) at Christ School in Patna, Buzurg,

one day workshop for PG students and PhD aspirants in the field of Social Sciences

career guidance lecture on September 15, 2023

Chavara Vidhyapeeth on the National Education Policy (NEP) 2020, National Curriculum Framework (NCF) 2023, and the CBSE School Quality Assessment and Assurance Framework (SQAAF).

Value added certificate course- NEP 2020: Role of a Teacher'.

NEP 2020 by Ms. Rony Joy

5 days workshop on Data Analysis using SPSS

Parent Orientation Programme held at St. Aloysius School, Jabalpur



File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.christcollegebhopal.org/siteadmin/document/Academic_Calendar_2023-2024.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.christcollegebhopal.org/siteadmin/document/Academic_Calendar_2023-2024.pdf</a>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

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

In the light of the above stated characteristics which our educational endeavours have developed during the last one and three quarters of a century of our apostolate, the following statement is issued as the Christ College, Bhopal Education Policy:

We, the Carmelites of Mary Immaculate, after the example of our founder Saint Kuriakose Elias Chavara, consider education as the integral formation of the human person for the fulfilment of his/her individual and social responsibilities.

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.

File Description	Documents
Link to organogram on the institutional website	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.christcollegebhopal.org/siteadmin/document/Christ_College_Organogram.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.christcollegebhopal.org/siteadmin/document/Christ_College_Organogram.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Three/Four of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
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.

The Academic Council, in collaboration with the Internal Quality Assurance Cell (IQAC), has initiated a comprehensive training program to implement the National Education Policy (NEP) 2020, aiming to contribute to the vision of Atmanirbhar Bharat (Self-reliant India). This initiative focuses on equipping educators and administrators with the necessary skills and knowledge to effectively adopt NEP 2020's reforms, which emphasize holistic, multidisciplinary education, skill development, and self-reliance. By fostering a deeper understanding of NEP 2020's objectives, the training seeks to enhance the quality of education and empower students to become competent professionals, thereby aligning with the national mission of Atmanirbhar Bharat. The Practice:

Maria Vidya Sadan School- 'NEP 2020 - Innovative teaching practices' (SQAAF) at Christ School in Patna, Buzurg,

one day workshop for PG students and PhD aspirants in the field of Social Sciences

career guidance lecture on September 15, 2023

Chavara Vidhyapeeth on the National Education Policy (NEP) 2020, National Curriculum Framework (NCF) 2023, and the CBSE School Quality Assessment and Assurance Framework (SQAAF).

Value added certificate course- NEP 2020: Role of a Teacher'.

NEP 2020 by Ms. Rony Joy

**5 days workshop on Data Analysis using SPSS****Parent Orientation Programme held at St. Aloysius School, Jabalpur**

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

**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
- 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	No File Uploaded

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

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	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
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.

9

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

01

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.

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.

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)**

00

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

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

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

- Salary and wages
- Repair and maintenance
- Academic expenses
- Miscellaneous Expenses
- Garden expenses
- Functions and celebrations
- Stationary and printing
- Phone and postage
- Medical expenses
- Office expense
- Newspaper and magazine
- Sports expenses
- Conducting seminar / conferences/ special lectures
- Social welfare
- Electricity bill

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<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 also has been actively involved with consultancy as well as extension services. 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	No File Uploaded

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

3

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="chrome-extension://efaidnbmnnnibpcajpcglclef indmkaj/https://www.christcollegebhopal.org/siteadmin/document/IQAC Meeting 2023-2024.pdf">chrome-extension://efaidnbmnnnibpcajpcglclef indmkaj/https://www.christcollegebhopal.org/siteadmin/document/IQAC Meeting 2023-2024.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="chrome-extension://efaidnbmnnnibpcajpcglclef indmkaj/https://www.christcollegebhopal.org/siteadmin/document/1702464382_AOAR%202022-2023.pdf">chrome-extension://efaidnbmnnnibpcajpcglclef indmkaj/https://www.christcollegebhopal.org/siteadmin/document/1702464382_AOAR%202022-2023.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	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

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

1. Form a committee to monitor and check wastage of energy in the campus.
2. Maintain the Energy needs of the campus with back-up power supply system for supplying uninterrupted energy demands.
3. Replacement of the existing conventional lighting with the LED lamps.
4. Monitor the electricity bills for the efficient utilization of solar power plant installed in the campus.
5. Create awareness among the students and staff in energy conservation and management by the Eco-club of the college.
6. Encourage students and staff to be energy efficient by encouraging vehicle pooling and use of bicycles.
7. Organising expert lectures in the area of energy conservation.
8. The Institute shall continuously review and update the approved policy and is committed to its implementation.
9. Solar panels were installed to minimize the use of non-renewable source of energy.
10. Directions are given to students are given for the proper utilization of the electronic devices in the institution. Ensures all the institutional electronics are turned off when not in use.

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

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

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

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

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	No File Uploaded

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

### 1. Clean Campus initiative

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 etc

Clean Air Drive

This intends to reduce pollution by

- Use of vehicle ( car or bike) pooling by the teachers and the students
- Encourage the use of public transport
- Vehicles are parked near the gate far away from the college building
- Pressure horns are not allowed within the campus

To create awareness about environmental ethicsthestudents through periodic notices

Green Campus

Action Plan

Christ College plans to

- Make the campus plastic free
- Have trees, lawns and potted plants.
- Have a herbal garden
- Motivate students and staff for vehicle pooling
- Use cotton and jute bags instead of plastic bags
- Gift saplings instead of bouquets

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>

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<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>

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

Rs. 0.0447

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	No File Uploaded

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

Christ College has been actively involved in contributing in improving the local environment and has been contributing in community welfare. The activities conducted for same includes :

- Plantation Drive
- Celebration of World Environment Day
- Joy of Sharing
- Blood donation
- Extention facility- Career guidance was given.
- Visit to HOSPICE- A home for mentally challenged women.

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	No File Uploaded

## 7.2 - Best Practices

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

1. Title of the Practice : NEP 2020 A road to Atmanirbhar bharat

The Academic Council, in collaboration with the Internal Quality Assurance Cell (IQAC), has initiated a comprehensive training program to implement the National Education Policy (NEP) 2020, aiming to contribute to the vision of Atmanirbhar Bharat (Self-reliant India). This initiative focuses on equipping educators and administrators with the necessary skills and knowledge to effectively adopt NEP 2020's reforms, which emphasize holistic, multidisciplinary education, skill development, and self-reliance. By fostering a deeper understanding of NEP 2020's objectives, the training seeks to enhance the quality of education and empower students to become competent professionals, thereby aligning with the national mission of Atmanirbhar Bharat.

## 2. Title of the Practice : Beyond Curriculum

### Content

When it comes to providing your students with an enriching, successful educational experience, every teacher knows it's not enough to stick with the source material. Teaching beyond the curriculum is a must for educators who enjoy going above and beyond for their students or are always looking for new ways to engage their classes.

- Classroom Presentations
- Competitions on Presentation skill, mehendi etc
- Workshop on Data Analysis and interpretation using SPSS and Excel on 27 July 2023 for all the students

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

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. For the same following two initiatives were taken which shows the performance of the institution.

The Academic Council, in collaboration with the Internal Quality Assurance Cell (IQAC), has initiated a comprehensive training program to implement the National Education Policy (NEP) 2020, aiming to contribute to the vision of Atmanirbhar Bharat (Self-reliant India). This initiative focuses on equipping educators and administrators with the necessary skills and knowledge to effectively adopt NEP 2020's reforms. For which, The expert faculty members of the Christ College were invited by Maria Vidya Sadan School, Bareilly. The topic of the FDP was 'NEP 2020 - Innovative teaching practices', SQAA at Christ School in Patna, Buzurg, Rehli, Chavara Vidhyapeeth, Kheri, Narsinghpur, Marthoma Province Chanda, etc

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