

CARMEL VIDYA BHAVAN TRUST'S
CHRIST COLLEGE-PUNE

(Affiliated to Savitribai Phule Pune University)



**INTERNAL QUALITY ASSURANCE
CELL**

INITIATIVES

ACADEMIC YEAR

2019-2020



CARMEL VIDYA BHAVAN TRUST'S
CHRIST COLLEGE-PUNE

(Affiliated to Savitribai Phule Pune University)



INTERNAL QUALITY ASSURANCE CELL

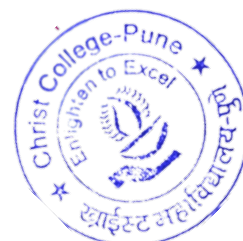
REPORT

Workshop

On

“Quality Assurance in Higher Education”

18th – 20th September 2019



CHRIST COLLEGE PUNE
Internal Quality Assurance Cell (IQAC)
Workshop
On
“Quality Assurance in Higher Education”

SCHEDULE

Venue: Christ College Pune

Date	Topic	Resource Person
18 th September, 2019	Accreditation and Assessment	Dr. Iqbal Shaikh
19 th September, 2019	Institutional Governance and Leadership	
20 th September, 2019	Student-Centric Quality	



General Report

Objectives:

- To introduce effective assessment practices, including the use of rubrics, feedback mechanisms, and data collection methods, to ensure continuous improvement in educational quality.
- To emphasize the importance of putting students at the center of quality assurance efforts.
- To familiarize participants with different accreditation bodies, their criteria, and the importance of aligning with accreditation standards.

About the Resource Person

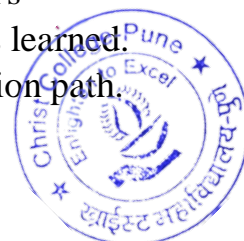
Dr. Iqbal N. Shaikh is presently working as Vice Principal & Head Department of Chemistry at AKI's Poona College of Arts, Science and Commerce, Camp, Pune. He is also the IQAC Coordinator. He passed both the B. Sc. examination in 1998 and M.Sc. (Specialization in Organic Chemistry) examination in 2000, from Savitribai Phule Pune University (Formerly University of Pune). He has more than 21 years of teaching experience at graduate as well as post graduate level.

Report

The 3-day workshop on "Quality Assurance in Higher Education" from 18th-20th September, 2019, conducted by Dr. Iqbal Shaikh at Christ College, Pune, aimed to provide a comprehensive understanding of key aspects of quality assurance in higher education. The workshop focused on three primary topics: Accreditation and Assessment, Institutional Governance and Leadership, and Student-Centric Quality. The workshop was designed to equip participants with the knowledge and tools necessary to enhance the quality of education provided by Christ College.

Day 1: Accreditation and Assessment

The workshop began with an overview of accreditation and its significance in higher education. The session covered various accreditation bodies and their criteria, emphasizing the importance of aligning with these standards. Detailed discussions on assessment methodologies, including the use of rubrics, feedback mechanisms, and data collection. Participants learned how to align assessment practices with accreditation requirements. A case study of an institution's successful accreditation journey, highlighting best practices and lessons learned. This session aimed to inspire and guide Christ College on its accreditation path.



Day 2: Institutional Governance and Leadership

Understanding the role of leadership in shaping the quality of education. This session delved into effective governance structures and the importance of decision-making for quality enhancement. Workshop participants engaged in interactive activities to simulate real-world governance and decision-making scenarios, encouraging them to apply principles discussed in earlier session. Case studies of institutions known for effective governance and leadership. This session provided insights into how these institutions have fostered a culture of quality assurance.

Day 3: Student-Centric Quality

Focused on the importance of putting students at the center of quality assurance efforts. This session discussed student support services, feedback mechanisms, and enhancing student learning outcomes. Participants explored the design and implementation of student-centric initiatives at Christ College. This included strategies to involve students in quality improvement processes. Emphasized data-driven decision-making for student-centric quality. The session covered data collection, analysis, and the use of assessment results for continuous improvement.



Brochure

CHRIST COLLEGE PUNE



WORKSHOP ON

“ Quality Assurance in Higher Education ”

**DATE:
18-20TH SEPTEMBER 2019**



**SPEAKER:
DR. IQBAL SHAIKH
VICE PRINCIPAL
POONA COLLEGE**



Conclusion

The 3-day workshop on "Quality Assurance in Higher Education" at Christ College, Pune, was a valuable and enlightening experience for all attendees. Dr. Iqbal Shaikh's expertise and engaging teaching style ensured that participants gained in-depth knowledge of accreditation, assessment, institutional governance, and student-centric quality. The workshop was tailored to the specific needs and goals of Christ College, helping the institution align with best practices in quality assurance. As participants return to their roles within the college, they are better equipped to lead and contribute to quality enhancement efforts. The lessons learned from this workshop will undoubtedly contribute to Christ College's ongoing commitment to providing high-quality education.



Mrs Deepa Sujith
IQAC Cordinator



Dr. (Fr.) Sony Chundattu CMI
Principal



CHRIST COLLEGE - PUNE



BLOOD STEM CELL DONATION SEMINAR

DATE: 03rd October, 2019

DURATION: 1 hour

Beneficiary: students

Volunteers' Participation: 25

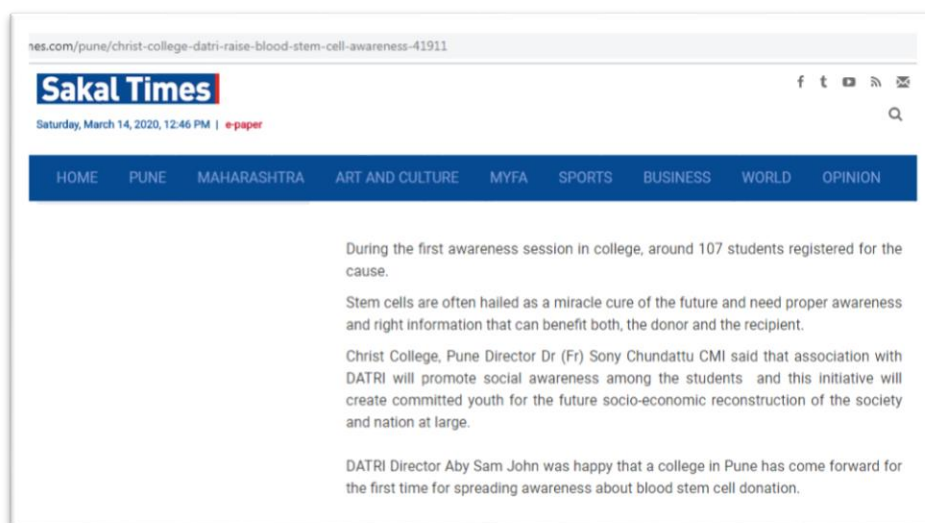
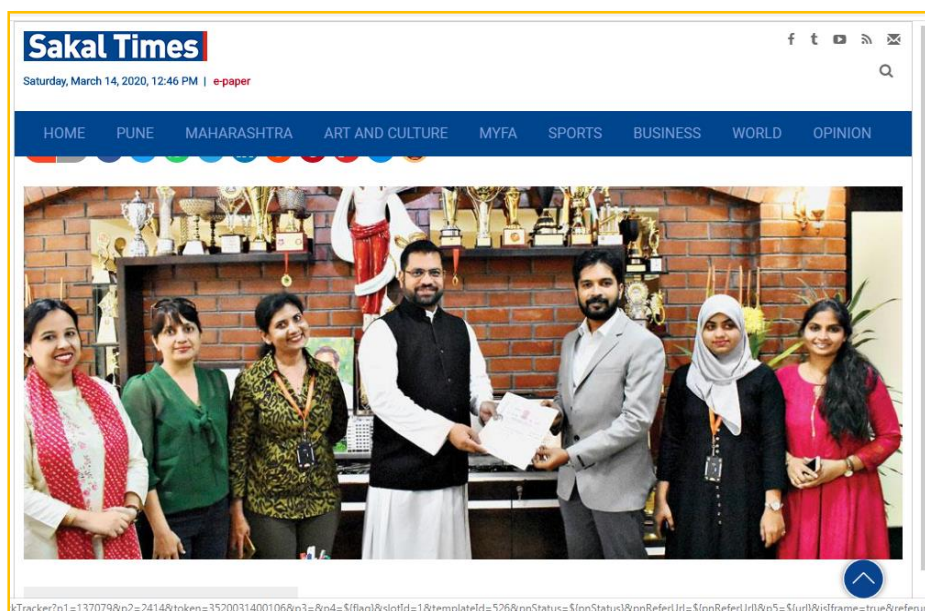
General Report

Blood and blood cells are a very important part of the human body. The transportation of food and other essential nutrients to every part of the body is carried out by the blood. Therefore it is one of the most essential element of the human body. The act of donating blood has been very important in saving a life as per the health sector is concerned. To throw light on the importance of blood cell donation and its need and requirement in recent times, a team from Datri organization conducted a seminar in Christ College, Pune. This workshop was thus conducted for the entire college so that every student and staff member can understand the need and importance of the same. As of now, only 10 million people across the globe have voluntarily donated their blood stem cells out of which only 5.5 lakh people are from India. The session turned out to be quite helpful as around 85 students registered to donate their blood stem cells and even got a test done for further assessment.

Dr. (Fr.) Sony Chundattu CMI
Principal



MEDIA COVERAGE



<https://www.sakaltimes.com/pune/christ-college-datri-raise-blood-stem-cell-awareness-41911>



HEALTH ISSUES INDIA

healthissuesindia.com/2019/10/08/datri-and-christ-college-to-raise-awareness-of-blood-diseases-in-pune/

YOU ARE HERE: [HOME](#) / [FEATURED](#) / DATRI AND CHRIST COLLEGE TO RAISE AWARENESS OF BLOOD DISEASES IN PUNE

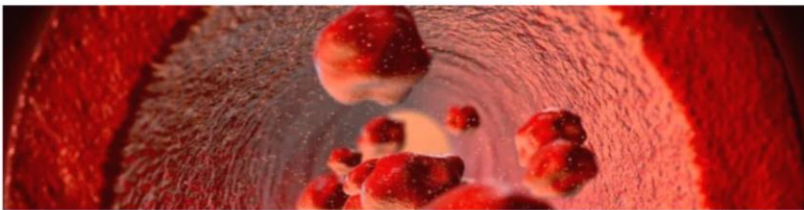
DATRI and Christ College to raise awareness of blood diseases in Pune

OCTOBER 8, 2019 BY [KEREAN WATTS](#) — 2 COMMENTS

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Voiced by Amazon Polly

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healthissuesindia.com/2019/10/08/datri-and-christ-college-to-raise-awareness-of-blood-diseases-in-pune/



Christ College in Pune and online blood stem cell donor database DATRI will collaborate to raise awareness of blood disorders such as blood cancers and thalassemia which require blood stem cell transplants.

"There are large [numbers] of patients suffering from blood cancer and thalassemia major among others for which the last resort is blood stem cell transplant," said [Christ College coordinator Priya Wahab](#). "For patients who could not find a match within their family the only hope is registries like DATRI. We will support DATRI to help spread awareness and save lives of many such patients."

DATRI is the country's largest database of blood stem cell donors unrelated to recipients. Since being founded in 2009, it [has registered more than four million donors credited with "gifting" 619 lives](#).

"DATRI is working towards creating a wide and diverse database of potential blood stem cell donors that can be accessed by any patient, living anywhere in the world, in need of a blood stem cell transplant," [the organisation explains on its website](#). At the time it was founded, "it was almost impossible to find an unrelated donor for patients of Indian origin."



healthissuesindia.com/2019/10/08/datri-and-christ-college-to-raise-awareness-of-blood-diseases-in-pune/

"We will support the cause by conducting awareness for all students in every department," said Christ College principal Sony Chundattu. "The college will be doing multiple public drives and events like walkathons and marathons on important days to create awareness."

In India, blood disorders carry a huge toll. The country is home to the third largest number of haematological cancer cases in the world, those being cancers which affect the blood, bone marrow and lymph nodes. It also has a sizeable burden of thalassemia, to the extent it is regarded as the world's capital for the disease. More than forty million Indians test positive for thalassemia, of whom more than 100,000 die before the age of twenty. As such, efforts to raise awareness of the importance of blood stem cell transplants are welcome for the millions affected by them and their families.

"It is sad that even after every donor is being made aware the he or she would be the last hope of cure to a patient if found a match, there are still around forty percent back-outs from volunteer donors," said Wahab. "While for a patient that donor could be the only person in the world who could save his/her life. There is a dire need to spread awareness which will help save lives of thousands of patients."

<https://www.healthissuesindia.com/2019/10/08/datri-and-christ-college-to-raise-awareness-of-blood-diseases-in-pune/>

TIMES OF INDIA

timesofindia.indiatimes.com/city/pune/christ-college-to-spread-awareness-about-blood-cancer-thalassemia/articleshow/71480184.cms

City Pune Mumbai Delhi Bengaluru Hyderabad Kolkata Chennai Agartala Agra Ajmer Amravati Ahmedabad Allahabad Amritsar Aurangabad

Christ College to spread awareness about blood cancer, thalassemia

Umesh Isalkar | TNN | Oct 7, 2019, 18:04 IST

Ad
MEE - Dubai's leading trade event for the power industry
Business in Dubai



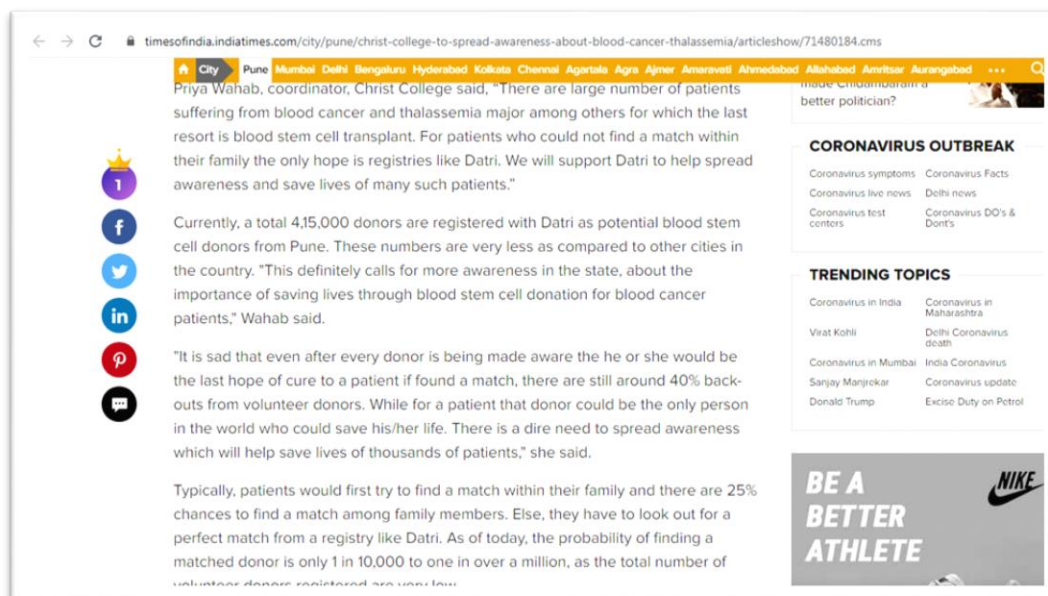
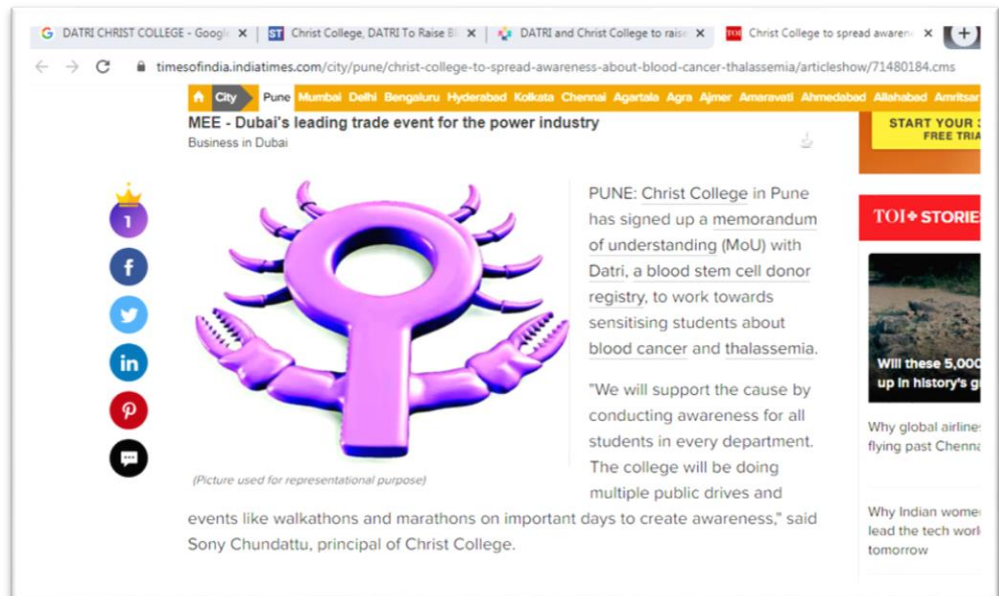
PUNE: Christ College in Pune has signed up a memorandum of understanding (MoU) with Datri, a blood stem cell donor registry, to work towards sensitising students about blood cancer and thalassemia.

"We will support the cause by conducting awareness for all students in every department. The college will be doing

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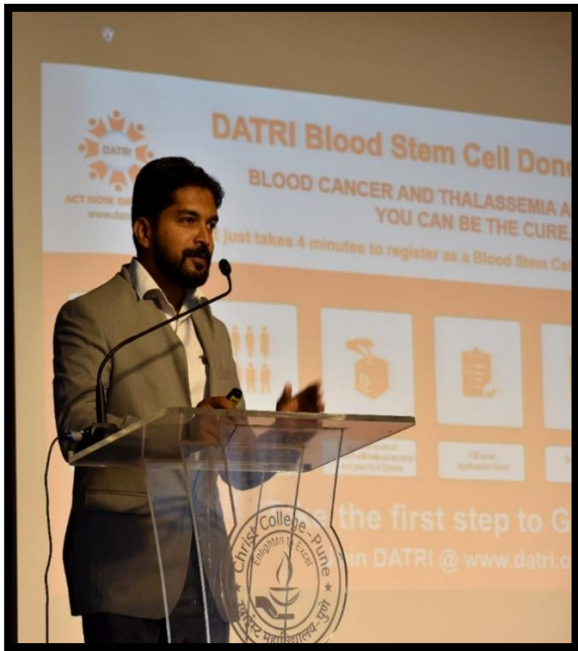


<https://timesofindia.indiatimes.com/city/pune/christ-college-to-spread-awareness-about-blood-cancer-thalassemia/articleshow/71480184.cms>



PHOTOS





CARMEL VIDYA BHAVAN TRUST'S
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INTERNAL QUALITY ASSURANCE CELL

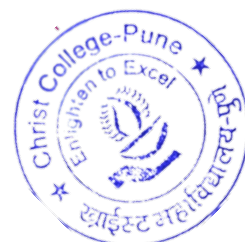
REPORT

SEMINAR

On

**“Role of Faculty in Building a Positive Campus
Culture Through Mentoring and Student Support.”**

20th Jan – 21st Jan 2020



GENERAL REPORT:

On [20 to 21st Jan 2020], a session titled "Role of Faculty in Building a Positive Campus Culture through Mentoring and Student Support" was conducted as part of our commitment to fostering a supportive and inclusive campus environment. This report provides an overview of the key discussion points and takeaways from the session.

THE THREE MAIN OBJECTIVES ARE AS FOLLOWS:

1. To emphasize the influential role faculty members play in shaping campus culture.
2. To discuss the significance of mentoring and student support in creating a positive and inclusive campus community.
3. To provide practical strategies for faculty to engage in effective mentoring and support initiatives.

TOOLS AND RESOURCES:

The session introduced various tools and resources to support faculty in their role as mentors and student support providers, including:

1. Mentoring programs and guidelines for effective mentorship.
2. Information on available student support services and how to refer students to them.
3. Inclusivity and diversity training resources for faculty to better understand the needs of diverse student populations.

AIMS OF THE SESSION:

The aims of the session, "Role of Faculty in Building a Positive Campus Culture through Mentoring and Student Support," are as follows:

1. Emphasizing Faculty's Role: To highlight the influential role that faculty members play in shaping the overall campus culture and their responsibility in creating a positive and inclusive environment.
2. Promoting Mentorship: To underscore the significance of mentoring in student success and well-being and to encourage faculty to actively engage in mentoring students.



3. Facilitating Student Support: To provide faculty with an understanding of the available student support services and resources and how to effectively connect students with these services.

These aims collectively endeavour to empower faculty members with the knowledge and skills needed to fulfil their role as mentors and support providers, fostering a campus culture that values diversity, promotes student success, and creates a supportive and inclusive environment for all students.

LEARNING OUTCOMES:

The learning outcomes of the session, "Role of Faculty in Building a Positive Campus Culture through Mentoring and Student Support," are designed to equip faculty members with the knowledge and skills necessary to actively contribute to a supportive and inclusive campus culture through mentoring and student support. These learning outcomes include:

1. Understanding Faculty's Influence: Participants will recognize the pivotal role that faculty members play in shaping campus culture and the impact of their actions on student well-being and the overall learning environment.
2. Effective Mentorship Skills: Faculty members will acquire the skills and strategies necessary to provide effective mentoring to students, fostering their personal and academic growth.
3. Awareness of Student Support Services: Faculty will gain an understanding of the available student support services and resources on campus, enabling them to connect students with the appropriate assistance when needed.

These learning outcomes aim to empower faculty members to engage in mentorship and student support effectively, ultimately creating a positive campus culture that supports student success.

ABOUT THE RESOURCE PERSON:

ASHLY GEORGE, employed as a student counsellor at Christ (Deemed to be University), Bangalore. Possessing strong communication and organizational abilities, I excel in providing empathetic listening and



guidance to students. My expertise lies in conducting training programs and sessions, including Peer Education, Psychoeducation, and personal counselling, among others. I am skilled at establishing meaningful connections with individuals, aiding them in navigating difficult situations, and diligently following up to ensure their well-being. My passion lies in my role as a counsellor, and I am dedicated to empowering students through my compassionate approach.

IN CONCLUSION:

The session on the "Role of Faculty in Building a Positive Campus Culture through Mentoring and Student Support" has understood the profound influence that faculty members wield in shaping the campus culture. It has shed light on the pivotal role faculty play in fostering an environment that not only supports academic excellence but also nurtures emotional well-being and inclusivity among students.



BROCHURE:



CHRIST COLLEGE - PUNE

SEMINAR

2020



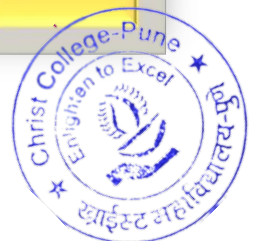
ASHLY GEORGE
STUDENT COUNSELLOR CHRIST
UNIVERSITY, BANGALORE

TOPIC :
Role of faculty in building
a positive campus culture
through mentoring and
student support.

20 - 21
JAN 2020

start from 1 pm - 6 pm

● **VENUE : SEMINAR HALL** ●



PHOTOGRAPHS:



A handwritten signature in black ink, appearing to read 'Deepa'.

Mrs Deepa Sujith
IQAC Cordinator

A handwritten signature in green ink, appearing to read 'Sony'.

Dr. (Fr.) Sony Chundattu CMI
Principal



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**INTERNAL QUALITY ASSURANCE
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REPORT

Faculty Development Programme

On

**EMOTIONAL AND SOCIAL WELL- BEING OF
STUDENTS – ROLE OF FACULTY**

18th FEBRUARY – 19th FEBRUARY 2020



GENERAL REPORT:

A session was held for the faculties of Christ College Pune from February 18th – 19th Feb, 2020 on topic emotional and social well-being of students-role of faculty. It was conducted for faculty as faculty members play a significant role in fostering and supporting the emotional and social well-being of their students. This report explores the importance of emotional and social well-being in the student population and highlights the various ways in which faculty can contribute to their students' well-being.

1. The Role of Faculty in Promoting Emotional and Social Well-being in students

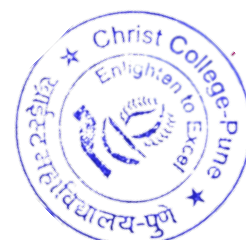
Faculty members can significantly impact the emotional and social well-being of their students through various means:

a. Creating a Supportive Learning Environment:

- Encourage open communication and active participation in class discussions.
- Promote a sense of belonging by creating an inclusive classroom atmosphere.
- Be approachable and available to students for questions and concerns.

b. Recognizing Signs of Distress:

- Faculty should be trained to identify signs of emotional distress or mental health issues in students.
- Encourage students to seek help when needed, whether through counselling services or other support mechanisms.



2.Importance of Emotional and Social Well-being of Students

The session mainly focused on emotional and social well-being encompass a range of factors, including mental health, emotional resilience, interpersonal relationships, and a sense of belonging.

These factors were mentioned by the resource person as most critical points:

a. Academic Performance: Students with better emotional and social well-being tend to perform better academically. When students feel emotionally stable and socially connected, they are more likely to be engaged in their studies and exhibit higher levels of motivation.

- As it was a two days session the resources persons divided the topics into two parts.
- Day 1 :They took they following points
 1. Overview of the workshop's objectives and agenda
 2. Understanding Emotional and Social Well-being
 3. 3.Real-life examples and statistics highlighting the impact.
- DAY 2: Topics covered
 1. Identifying signs of distress and mental health issues in students.
 2. Strategies for providing immediate support and referring students to appropriate resources.
 3. Analysing real-life scenarios to practice recognizing andaddressing student well-being concerns.
 4. The resources persons Opened the floor for participant questions and facilitate a reflection session.



3. Aim of the session

The primary aim of the session on the "Emotional and Social Well-being of Students: The Role of Faculty" was to raise awareness among faculty members about the critical importance of emotional and social well-being in students' lives and to equip them with the knowledge and tools needed to support and promote these aspects effectively.

1. Understanding Emotional and Social Well-being:

To provide a comprehensive understanding of emotional and social well-being, including the factors that influence it and its significance in the context of student success and development.

2. Recognizing the Faculty's Role:

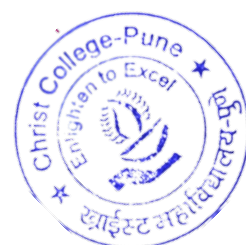
- To make faculty members aware of their crucial role in fostering emotional and social well-being in students.
- To emphasize that beyond academic instruction, faculty members are essential contributors to students' holistic development.

3. Learning Outcomes of the Session:

The two-day session on the "Emotional and Social Well-being of Students: The Role of Faculty" was designed to provide participants with a deep understanding of emotional and social well-being in the context of students' lives and equip them with practical strategies to support and promote these aspects effectively.

1. Comprehensive Understanding of Well-being:

- Participants gained a clear understanding of what emotional and social well-being encompasses, including its components, significance, and relevance in students' academic and personal lives.



2.Awareness of Faculty's Influence:

- Faculty members developed an awareness of their pivotal role in shaping students' emotional and social well-being, recognizing that their interactions and teaching methods can profoundly impact students beyond academic achievements.

4.About the resource persons

Shailaja john: Mam is Working as a student counsellor at Christ (Deemed to be University), Bangalore. An excellent and compassionate listener with good communication and organizational skills. Helping students by guiding and empowering them with various training programs/sessions like Peer education, Psychoeducation and personal counselling, etc. An expert in establishing rapport with people and helping them to cope with challenging situations and doing follow-up work. Mam is a compassionate about my role as a counsellor.

Manjulat: Mam serves as a student counsellor at Christ (Deemed to be University), Bangalore. Possessing outstanding communication and organizational skills, mam excelled as a compassionate listener, providing essential guidance to students. Through various training programs and sessions, including Peer Education, Psychoeducation, and personal counselling, mam empower students to navigate challenges effectively.

CONCLUSION:

The learning outcomes of the session on the "Emotional and Social Well-being of Students: The Role of Faculty" were designed to



empower faculty members with the knowledge, skills, and commitment needed to play an active and positive role in supporting students' emotional and social well-being. By achieving these outcomes, participants are better prepared to create nurturing learning environments, foster open communication, and contribute to the holistic development and success of their students. The session's impact extends beyond the two day.



BROCHURE



CHRIST COLLEGE-PUNE

**TWO DAY'S
WORKSHOP**



SHYLAJA JOHN
CCHS - Coordinator
Christ university, bangalore


MANJULAT
Counsellor
Christ university, bangalore

 **18-19feburary,2020**


TOPIC : EMOTIONAL AND SOCIAL WELL- BEING OF
STUDENT -ROLE OF FACULTY

 **SEMINAR HALL**





Mrs Deepa Sujith
IQAC Cordinator



Dr. (Fr.) Sony Chundattu CMI
Principal

