



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	CHRIST (Deemed to be University)
• Name of the Head of the institution	Abraham V M
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08040129600
• Mobile no	8277924069
• Registered e-mail	registrar@christuniversity.in
• Alternate e-mail address	office.registrar@christuniversity.in
• City/Town	Bengaluru
• State/UT	Karnataka
• Pin Code	560029
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director	Chandrasekharan K A				
• Phone no./Alternate phone no	08040129069				
• Mobile	9945586502				
• IQAC e-mail address	director.iqac@christuniversity.in				
• Alternate Email address	office.iqac@christuniversity.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://christuniversity.in/center/C/IOAC/academic-year-202122				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://christuniversity.in/view-center-pdf/academic-year-2021-22				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.25	2016	02/12/2015	01/12/2021
6.Date of Establishment of IQAC			11/03/2003		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			4		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			Yes		

<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File											
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No											
<ul style="list-style-type: none"> If yes, mention the amount 												
11. Significant contributions made by IQAC during the current year (maximum five bullets)												
<p>Lectures and workshops were initiated across all departments and to University officials on the Implementation of NEP - 2020. Developed an ERP system to enable NAAC, NIRF, NBA and AISHE data submission. IQAC coordinated the second cycle of the accreditation process during the year. IQAC encouraged departments to conduct need analysis and incorporate Local, Regional, National, and Global developmental needs in the curriculum.</p>												
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												
<table border="1"> <thead> <tr> <th data-bbox="86 1126 770 1193">Plan of Action</th> <th data-bbox="770 1126 1476 1193">Achievements/Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1193 770 1261">Establishment of NEP Cell</td> <td data-bbox="770 1193 1476 1261">NEP Committee established</td> </tr> <tr> <td data-bbox="86 1261 770 1328">Registration for NAD</td> <td data-bbox="770 1261 1476 1328">Registered, certificates updated</td> </tr> <tr> <td data-bbox="86 1328 770 1440">Online course on Constitution of India</td> <td data-bbox="770 1328 1476 1440">Approved for the academic year 2022-23</td> </tr> <tr> <td data-bbox="86 1440 770 1507">Administrative Audit</td> <td data-bbox="770 1440 1476 1507">Conducted, 29 Nov - 4th Dec 2021</td> </tr> </tbody> </table>	Plan of Action	Achievements/Outcomes	Establishment of NEP Cell	NEP Committee established	Registration for NAD	Registered, certificates updated	Online course on Constitution of India	Approved for the academic year 2022-23	Administrative Audit	Conducted, 29 Nov - 4th Dec 2021		
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13. Whether the AQAR was placed before statutory body?	Yes											
<ul style="list-style-type: none"> Name of the statutory body 												
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14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No											

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	14/02/2023

16. Multidisciplinary / interdisciplinary

The University offers 63 Undergraduate and 55 Postgraduate Programmes leading to award of degrees in Humanities (including music, dance, and theatre), Social Sciences, Science, Commerce, Management, Engineering, Architecture, Education, and Law. The University being multidisciplinary, focuses on teaching, research and service offering Bachelor, Master and Doctoral programmes to about 27,000 students from all the states and union territories of India and 77 other countries. The multi and interdisciplinary programmes leading to Degrees are offered in Sciences, Engineering, Management, Commerce, Social Sciences, and Law. By 2025 all the undergraduate programmes will have full-fledged multidisciplinary offerings. The vision and commitment of the University to multidisciplinary education reflects in its various programmes. At the undergraduate level the University offers programmes that combine three disciplines from and across sciences, humanities and social sciences. In Engineering programmes the students are given choices of minor in accounts, psychology, management, artificial intelligence, english apart from elective courses in subjects such as theatre, culinary etc. Undergraduate programmes in BA, BSc, BCom and BBA have requirements of mandatory two open elective courses from outside their schools. At the postgraduate level five programmes offered in Choice Based Credit System (CBCS) have a requirement for students of a particular programme to take six courses from other CBCS programmes. Programmes in Social Work, International Studies, and Media, and Mathematics and Data Science facilitate students to choose electives across their programme groupings. The University offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and values towards the attainment of a holistic and multidisciplinary education. The programmes of the Departments of English and Cultural Studies, Education, Sociology and Social Work, Psychology, Business and Management, Media Studies and Engineering have integrated credit bearing service learning courses within their curricula. These courses require students to engage with communities based on their academic training. By the end of 2024-25 academic year all undergraduate and postgraduate programmes will have the service learning requirement. From the academic year 2023-24 the University

will award Certificate, Diplomas to students who fulfil requirements and exit before the full duration of undergraduate Degree programme. The curriculum of all programmes will be mapped to National Higher Education Qualifications Framework once it is notified by UGC. The University encourages and facilitates multidisciplinary research that addresses social issues at the Doctoral, Master and Bachelor level programmes, and among faculty. E.g. the noninvasive glucometer invented at the School of Engineering and Technology and straw making from coconut fronds. The Patent Cell, Centre for Research Projects, Centre for Advanced Research and Development of the University, Centre for Research will evolve further schemes and programmes to facilitate and promote multidisciplinary research that addresses social issues and challenges.

17.Academic bank of credits (ABC):

As per the UGC (Establishment and Operation of Academic Bank of Credits in higher Education) Regulations, 2021 the University has registered itself for the Academic Bank of Credits. The provision will help those who exit or enter a programme during the programme duration. The University has over 51 active Memorandums of Understanding with Universities in the USA, Canada, the UK, the Netherlands, Norway, Sweden, France, Switzerland, Spain, Germany, Italy, Belgium, Belarus, South Africa, South Korea, Taiwan, Thailand, Malaysia, Japan, Singapore, and Australia to enable student and faculty for academic mobility and credit transfer. MoUs are also signed with professional bodies such as ACCA, CISI, CIMA, CPA-US and CPA-Australia for enabling students to achieve faster professional qualification. Thanks to its internationalisation efforts the University through its Office of International Affairs, has been able to attract students from 77 countries for its programmes since 2016. All the faculty members are members of the Board of Studies of their disciplines in the University and play an active role in drafting the curriculum. Further, the faculty have complete freedom in designing their pedagogy and bringing in additional topics for their teaching and deciding the reading material and internal assessments. Faculty members have provision to offer courses of their choice under open electives to students across programmes. The students of BTech and BCA programmes have a provision to take up a year-long paid industry internship in their final year and complete the academic requirements at the University on weekends. The University will be strengthening its existing initiatives towards flexible and interdisciplinary learning. With the introduction of the Academic Bank of Credits (ABC) at Christ University, the institution has embraced a rigorous assessment and

grading system designed to precisely assess students' knowledge and skills. This approach involves integrating diverse evaluation methods, such as continuous assessment, project-based evaluations, and performance-based assessments, to promote more profound and enriched learning experiences among students. Moreover, Christ University has streamlined credit management by seamlessly integrating technology into its processes.

18.Skill development:

The University offers a number of professional and vocational education programmes and courses. Professional programmes include, Hotel Management, Engineering, Education, Law, Architecture, Media, Journalism, and Computer Science. Modules on soft skills and courses in vocational education are offered through a large number of open elective courses. Under the UGC Guidelines for Apprenticeship/Internship Embedded Degree Programmes 2020, the University has introduced industry embedded BBA (Decision Science) in collaboration with Mu Sigma. The University intends to have more such industry embedded programmes across domains. In order to ensure industry experience for the students, and to develop and hone skills associated with their domains of knowledge, 30 days internships are made mandatory since 2014 for all two-year postgraduate programmes including, traditional fundamental disciplines such as Mathematics, English, Sociology and Physics. Undergraduate programmes have mandatory or optional internships as part of the curricular requirement. Personal, Interpersonal and Societal Skills Level 1 and Level 2 value added courses are taken by all the students involving soft skills and life-skill taught modules such as 'Respect for Others', Gender Sensitization, Integrity, Accountability, Reciprocity, Multi-Cultural Competence, Personal Well being, Team Building, Accepting Differences, Civic Sense, Responsible use of Social Media, Managing Freedom, Positive Attitude, Empathy, Environmental Sensitivity, Resilience, Forgiveness. Although many programmes of the University have vocational education embedded in them, in order to ensure its complete implementation in the spirit of NEP, the University intends to make one vocational course mandatory for all undergraduate programmes, including in online and blended mode and in association with NSDC. The University has a large number of faculty with considerable industry background especially in professional programmes.

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

The University has integrated the teaching of Indian languages Kannada, Hindi, Sanskrit, and Tamil at the Undergraduate level under

Ability Enhancement Courses. The University also offers courses in Carnatic Music, Bharathnatyam, Classical Indian Theatre, Kuchipudi, Kathak. It has also undertaken a project to make everyday, literary and scientific knowledge in these languages available in digital form by creating articles in wikipedia in Indian languages. Literary, and Social concepts and theories from the Indian context are integrated into curricula of programmes. Vedic mathematics course is offered in the University. Students are sensitised to cultural practices and traditions through fests and events such as Bhasha Utsav (celebration on languages), Ethnic Day etc competitions involving Indian traditions such as rangoli yoga. The University will continue to build on these strategies of embedding Indian knowledge systems in curriculum, making knowledge available digitally in Indian languages, and embedding the traditions and practices in fests and competitions. The students of the University come from 48 different first language/mother tongues. Given the diversity of languages in each class, it is challenging to adopt a bilingual mode of teaching. However, the University has ensured to teach Indian Languages - Kannada, Hindi, Tamil, and Sanskrit at the Undergraduate level. It also teaches certificate courses in Kannada for teachers who do not know Kannada. Programmes in Humanities, Social Sciences, Sciences, Commerce, and Management have courses in Kannada, Hindi, Tamil, Marathi and Sanskrit. Given the vast diverse language background of the students the University is unable to teach courses bilingual. The University in its commitment to promote the local language Kannada started the publication wing for Kannada Books in 1972 called Kannada Sangha. Since then it has published over 250 books in Kannada. Kannada Sangha for over three decades has been conducting annual poetry writing and essay writing competitions in Kannada for students from across the states and has been publishing best poems and essays in book form. The School of Architecture has made consistent efforts to make use of bamboo an important part of its curriculum and field activities. It has also been strongly advocating use of local architectural practices and ecologically sound architecture. Indian Traditional Knowledge as per AICTE guidelines /Model Curriculum is being included in the Engineering Course Structure. In order to promote creation and availability of literary and scientific knowledge in Indian languages the University has integrated digitising old texts in Kannada, Hindi, Tamil and Sanskrit, creating articles on literary and social science and science topics in Wikipedia. It has also created instructional videos for creating and editing wikipedia articles in Kannada and Hindi. It is perhaps the largest such effort in Indian Languages by an Institution. For facilitating creating knowledge in Wikipedia the University had signed an MOU with Centre for Internet Society which is associated with Wikimedia Foundation,

the parent organisation of Wikipedia.

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

The University has adopted Outcome Based Education (OBE). As an institutional initiative, Teaching Learning Enhancement Cell (TLEC) was started in 2016 with a view to support and oversee the implementation of OBE. As a first step the TLEC and Academic Staff College trained all the faculty members and administrative support staff from the University in principles and practices of OBE. Concurrently, the University ERP is enhanced to support OBE including the assessment of programme and course outcome attainment. This has helped to capture the OBE in teaching- learning and evaluation process effectively. In order to capture OBE in teaching learning practices, at the department level, Programme Outcomes and Course Outcomes based on the University Mission (as outlined in Graduate Attributes) and Global, Local and Regional needs have been articulated for each programme and reviewed by the Curriculum Development Cells concerned. Courses were mapped to programme outcomes for all programmes to facilitate the assessment of course outcome and programme outcome attainment with instructional strategies. The University streamlined the assessment of Graduate Attributes imbibed by students who participate in associations like Student Council, Centre for Social Action, Student Welfare Office, Peer Education, and intra-university programmes. Faculty members were trained to develop standards, criteria and indicators to assess course (learning) outcome attainment of students for each internal assessment and end semester examination. These standards, criteria and indicators of learning are captured through assessment rubrics, rating scales, and other measures. Faculty members were trained to include formative assessments to understand the learning needs of students and devise better teaching methods keeping student centred learning in mind. As OBE is a student/learner - centric methodology of curriculum development, senior students and members of the University Student Council were invited to share their views and suggestions on the articulation of course and programme outcomes. Measures were put in place to assess both direct and indirect attainments in courses and programmes. This is done by taking surveys from the students about their perception of their learning course wise and as an exit graduate survey. Indirect attainment measures are also collected from employers, internship supervisors and other stakeholders. One of the good practices implemented by the University is the establishment of Assurance of Learning (AOL) Cells in the School of Business and Management. The AOL is composed of faculty with expertise in the subject in the School to validate the alignment of course outcomes with assessments and instructional

strategies. There are separate cells for undergraduate programmes and post graduate programmes. This ensures the reliability and validity of the attainment process. The University has taken steps to implement this good practice across all the schools and campuses. A second good practice implemented by the University was to move beyond the conventional taxonomy of learning that assesses only cognitive skills (Bloom's Taxonomy) and include Affective skills and Psychomotor skills in assessment. This was useful for programmes that focus on skills and attitudes as important outcomes which in turn contributes to making the students industry ready.

21.Distance education/online education:

Extended Profile

1.Programme

1.1 118

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2 26

Number of departments offering academic programmes

2.Student

2.1 26648

Number of students during the year

File Description	Documents
Data Template	View File

2.2 8519

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 25932

Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	644
Number of revaluation applications during the year	
3.Academic	
3.1	3856
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	1226
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.3	1260
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	207226
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File
4.2	3542

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description	Documents	
Data Template	View File	
4.3	520	
Total number of classrooms and seminar halls		
4.4	2839	
Total number of computers in the campus for academic purpose		
4.5	5410	
Total expenditure excluding salary during the year (INR in lakhs)		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Design and Development		
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University		
<p>The Institution's Vision, Mission and Graduate attributes echoes the New Education Policy 2020, by incorporating academic excellence and holistic development of the learners.</p> <p>The nine Schools have incorporated the needs of a diverse student population and the Local, Regional, National, and Global (LRNG) developmental needs into the POs, PSOs, and COs of their Outcome Based Education Curricula. Local and regional needs such as innovation, digital literacy, entrepreneurship, service learning, and awareness of social issues, national needs such as financial literacy, data analytics, digital society, and artificial intelligence and global needs such as sustainability and global citizenship are integrated into the curriculum. They work towards the larger national emphasis on 'Make in India' and a self-sufficient, sustainable India.</p> <p>The outcomes are also shaped by LRNG needs. Each department reviews its curriculum periodically to ensure that the students benefit from the current, relevant, and holistically framed curriculum that is in line with the Vision and the Mission of the Institution.</p>		

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

87

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year**1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**

2958

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year**

1176

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

118

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Equity, social justice, professional ethics, gender, environmental protection, and sustainability are incorporated in the University curriculum. Undergraduate and Postgraduate students are introduced to cross-cutting issues through Service Learning to aid in integrating social engagement in learning.

Professional ethics, research ethics, law ethics and journalism, life skills training, business etiquette and career counselling are integrated via courses, workshops and training programmes. Courses and activities focusing on gender equity and social inclusion are integrated into various programmes. Gender Sensitization, Women and Society, Women's Issues, Economics of Gender, Gender and Intersectionality, Queer Ecologies, Gender and Development are other explored areas. Additionally, the Holistic Education modules offered to all students of the University work towards the inclusion of topics on human values such as respecting human dignity, tolerance, fraternity, sorority, affection, empathy, and respect, among others. Courses such as Society and Culture, Mahatma and Management illuminate these issues. To emphasise environmental and sustainability issues, and in keeping with the UNSDG, Undergraduate students?? take a mandatory course on Environmental Studies; schools offer courses, workshops, talks, and extension activities related to the Study of Social Movements, Environmental Economics, Ecological Discourses and Practices etc.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

103

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

19965

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

13549

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
9405	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
3542	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.2 - Catering to Student Diversity	
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	
<p>The University has policies and mechanisms to gauge learning levels of students to support both the slow and advanced learners. Orientation and induction programmes are conducted in order to support students with different learning abilities. The University ensures that both the advanced and the slow learners can maximise their learning potential. Learning levels are assessed through reviews of student performance, marks from internal assessment, class engagement participation and feedback. Course teachers also analyse the performance of the students to identify slow with >40% marks and advanced learners with <70% marks. There are SOP documents to support the process of identifying and supporting different learning levels.</p> <p>Slow learners are supported through remedial classes, bridge</p>	

courses, individual mentoring by faculty, extra tutorials, counselling, and peer learning. They have access to additional lab/mentoring sessions as well as academic support from their peers and seniors. Advanced learners are encouraged to work on research projects, be part of journal clubs, support faculty in internal and externally funded research projects, become peer mentors, and get opportunities to pursue industry-oriented courses. The Centre for Counseling and Health Services has full time counsellors who support slow and advanced learners and assist those with personal and learning issues.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://iqac.christuniversity.in/index.php/s/GLS7EzmPgjCIjJk#pdfviewer

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
26648	1226

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The core philosophy of education at the University is student centred. Faculty use different methods to facilitate active learning and participation like:

Experiential learning: As part of the Service Learning initiatives and to create opportunities for practical learning, Schools conduct Income Tax Returns filing camps, skill labs and rural camps for their students. The Department of Hotel Management organises Experiential Learning Restaurant to offer its students hands-on experience in running a restaurant. Other departments have assessments that require students share their subject knowledge with

others.

Participatory Learning: Strategies to ensure participatory learning include students working on projects, working in laboratories, and learning from industries through knowledge sharing. Assessments are based on conceptual understanding and ability to apply concepts to real life situations. Peer teaching, field visits, panel discussions, student-led seminars, student conferences are some of the other ways in which participatory learning is encouraged.

Problem Solving Methodologies: Students are introduced to research projects, lab courses that require solving real time problems, live projects etc. Innovative assignments for courses such as International Air Ticketing, Tourism Management Information Systems provide students with opportunities to solve real time problems. Apart from these, opportunities are also provided to create or design programmes and applications.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Teaching and learning at CHRIST involves the use of web, digital and mobile based technologies that are updated and their use scaffolded with training for faculty, and students. Learning Management Systems such as Moodle have been adopted and students and staff have WiFi connectivity on campus and GSuite powered email ids. CHRIST has also adopted its own Enterprise Resource Planning platform, Knowledge Pro to facilitate teaching, learning, and administration.

Students and staff are provided with official Email IDs with Google. They are provided with a portal to access all information related to teaching, learning and administration.

(<https://kp.christuniversity.in/KnowledgePro/StudentLogin.do> and <http://christuniversity.in/kp>)

Faculty and students have access to GSuite and Microsoft365 with the accompanying tools and platforms for online and collaborative learning. Virtual Reality, Harvard Simulation, and Mercer Mettl among other ICT tools are widely used by faculty members. JSTOR, EMIS, IEEE, Bloomberg are some of the online resources used for

effective teaching and learning processes.

Faculty members and students are provided with regular training to enable the productive and effective use of ICT tools (supported by CCD and Greenview Studio).

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

1226

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

1226

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

985

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

7277

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

16

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

16

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

644

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The integration of Information Technology (IT) into examination and assessment procedures has brought considerable improvement in the examination management system of the University.

The University uses the Enterprise Resource Planning Software called Knowledge Pro (KP) and Learning Management Systems, namely Moodle and Google Classroom. CIAs are integrated into course plans that are uploaded on KP, reviewed, and then shared with students. Mid Semester Examinations (MSE) question papers are generated by faculty, reviewed within the Department, and multiple sets are uploaded to KP to ensure fairness. The University uses the Digital Repository of Questions to maintain its question bank for the End Semester Examinations (ESE). The ESE answer scripts use barcodes for anonymising as well as for machine reading and computer entry of student details and marks. The revaluation process is simplified through Examination Management System.

Improvement in Examination Management

- Declaration of results in 15 days as opposed to the earlier 30 days.
- Timely redressal of grievances regarding the conduct of examination and evaluation within 24 hours has become possible.
- Real time access to marks and marks cards on KP (University ERP system) after the publication of the result, for the student with DigiLocker facility.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The University Curricula clearly defines the learning outcomes including generic and Programme Specific Outcomes (PSOs) and Course Outcomes (COs).

They are mapped in every programme and depending on the nature of the discipline/subject, assessment processes are designed. The key aspects of these outcomes like level of knowledge, skills, and abilities are continuously measured through various assessment processes.

The graduate attributes are defined for each programme and publicised in the handbooks and on the website (<https://christuniversity.in/graduate-attributes>)

The benefit of outcome based education is to link assessment with Course Outcomes, via the principles of constructive alignment to ensure that the Outcomes at the Programme and Course levels are aligned with the assessment strategies and are supported by the teaching and learning processes adopted which is reflected in the course plan document. Attainment of learning outcomes are directly measured through formative and summative methods including continuous assessment through examinations, seminars, quizzes, tests, projects, multiple choice questions, assignments, portfolios, presentations, exhibitions, group discussions, research presentations, field projects and internships.

Learning outcomes and assessment methods are communicated to students and other stakeholders through course instructors, website, Enterprise Resource Planning (ERP), Learning Management Systems (LMS), student handbooks, admission brochures, and induction programmes.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Attainment of Learning Outcomes (POs, PSOs, and COs) is measured directly through the assessment methods adopted for the courses. Indirect measures of outcome attainment include feedback collected from the students, alumni, parents, and other stakeholders on the curriculum.

CIAs, ESE or final submissions form direct attainment measures. The CIAs ensure that students are assessed periodically and that they receive valuable feedback in addition to their grades. To this effect, the Course Plans designed by the faculty members include rubrics and other parameters of assessment to scaffold the learning process. The Course Plans are reviewed to ensure quality

The ESE usually provides the grade as the only form of feedback. The Institution takes the final grade earned by the students as the data point to assess the attainment of COs. Each course offered within the institution has a set of COs that are in line with the POs and PSOs, which are used to evaluate attainment levels.

Summative assessment components are also designed in alignment with the POs, PSOs, and COs. To ensure this, the Institution has a Question Bank, which is updated and reviewed every semester. The Teaching Learning Evaluation Cell (TLEC) oversees the implementation of Outcome Based Education.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

7778

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://christuniversity.in/view-center-pdf/student-satisfaction-survey2021-22>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

CHRIST's research policy includes stipulations on mandatory PhD qualifications and increased PhD scholars, publication in reputed journals, and undertaking funded projects; communicated to stakeholders through annual research cohort orientations, periodic research collectives, and the University website.

Policy:

1. Research Advisory Committee- To enhance the rigour and quality of research
2. Rationalisation of teaching workload of the research focused faculty.
3. Establishments of cells for Intellectual Property Right (IPR).
4. Seed money scheme to conduct pilot studies, provided to faculty.
5. Institutional fellowship of INR. 8,000/- p.m. for three years to the full-time PhD scholars not availing Fellowships from other sources.

The Institution has centralised facilities and research centres to cater to the research needs of faculty members and students.

1. Centre for Research- Academics

2. Centre for Research- Projects**3. Centre for Social Research****4. Centre for Publications with three quarterly journals****5. Centre for Advanced Research and Training****6. Centre for Digital Innovation****7. CHRIST Labournet Academic Research Endeavour**

There are 3691 research articles in Scopus in 2021-2022. Thirty-one major and minor research projects were submitted to various government funding agencies and awarded INR 325.03 lakhs during the period of 2021-2022.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

40.47

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

74

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

52.79

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

346.25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0.01

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

CHRIST incepted a startup incubator known as CHRIST Incubation Center (CIC), in the year 2016. The facility operates as an individual entity under CHRIST promoted by CHRIST Trust that provides resources and support to budding entrepreneurs and startup companies.

The Incubation center plays a vital role in the university startup ecosystem. Three incubates promoted by CIC have received a combined grant of close to 80 lakhs from the government of INDIA in 2021-2022.

Based on the TRL and traction of the idea, incubates are bifurcated into three stages i.e., pre-incubation, Incubation stage, and post-incubation stage. CIC has been recognized by MSME as the TBI for promoting the following:

1. Creating a favorable environment that fosters innovation and encourages all to be innovative in their thinking for startups and offer a range of services and resources to start companies.
2. Associating with venture capital firms, angel investors, and other private sector players who are looking to support startups at different stages

3. Offering specialized resources such as access to lab equipment, legal and accounting services, or marketing support.
4. Promoting innovation and product development at the university
5. Encouraging students and faculty to engage in research

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

279

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

279

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

<p>3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee 	<p>A. All of the above</p>						
<table border="1"> <thead> <tr> <th data-bbox="76 649 550 712">File Description</th> <th data-bbox="550 649 1476 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 712 550 817">Upload relevant supporting document</td> <td data-bbox="550 712 1476 817" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File			
File Description	Documents						
Upload relevant supporting document	View File						
<p>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website</p>	<p>A. All of the above</p>						
<table border="1"> <thead> <tr> <th data-bbox="76 1164 550 1227">File Description</th> <th data-bbox="550 1164 1476 1227">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1227 550 1290">Upload the data template</td> <td data-bbox="550 1227 1476 1290" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1290 550 1400">Upload relevant supporting document</td> <td data-bbox="550 1290 1476 1400" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	View File	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	View File						
<p>3.4.3 - Number of Patents published/awarded during the year</p>							
<p>3.4.3.1 - Total number of Patents published/awarded year wise during the year</p>							
<p>117</p>							
<table border="1"> <thead> <tr> <th data-bbox="76 1635 550 1697">File Description</th> <th data-bbox="550 1635 1476 1697">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1697 550 1760">Upload the data template</td> <td data-bbox="550 1697 1476 1760" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1760 550 1870">Upload relevant supporting document</td> <td data-bbox="550 1760 1476 1870" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	View File	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	View File						
<p>3.4.4 - Number of Ph.D's awarded per teacher during the year</p>							
<p>3.4.4.1 - How many Ph.D's are awarded during the year</p>							
<p>40</p>							

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1.2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

712

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
6.43	6.69

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	No File Uploaded

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
33	28

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has a dedicated consultancy centre that facilitates faculty consultancy to develop, design and deliver exceptional solutions to social, academic, business problems. CHRIST has a well-defined policy for consultancy. The basic premise of the consultancy policy is to engender and nurture consulting culture amongst the faculty members so that they can share their specialized knowledge and skills to meet the needs of the industry, government agencies and research organizations. The consultancy policy provides for sharing the consultancy proceeds between the University and the consulting faculty, based on the time and expenditure overheads in the ratio of 70:30. The University's highly-qualified faculty's domain expertise is leveraged as functional consultancy to create new models, frameworks, prototypes and offer extensive research pieces. Some of the clients that the Consultancy offered services in 2021-22 are: India Vision Foundation, KIOCL Ltd, Matrimony.com, Heyy Pte. Ltd, Serv hub and corporate training for TATA Electronics and TVS Motors.

The Management reviews and approves consultancy projects and complies with exacting professional and ethical standards.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

115

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Holistic development of students through training is of paramount importance. The whole-person training facilitated at CHRIST nurtures the students' interests, encourages them to develop informed perspectives, inculcates managerial skills and develops relevant pedagogical and research methods. CHRIST through the Centre for Social Action (CSA) engages the students through broadly classified five verticals namely: i) Student Volunteerism, ii) Educate a Child Sponsorship Programme, iii) Community Development (Rural/Urban), iv) Parivarthana - systematic, sustainable and scientific waste management and v) International Students exchange. Ever since its establishment in 1999, CSA has consistently and rigorously striven to promote Child rights, socio-economic empowerment of women & youth, education, health & nutrition, livelihood promotion and protection of the environment.

In 2021-22 CSA's community project activities reached out to approximately 10,000 families in 134 rural villages and 10 urban slums spread across five states. Approximately 500 students engaged in various activities and programmes encompassing generating awareness among the community on social issues (street plays by

Drishti), mentoring and providing academic support for children in Activity Centres, working on environmental issues through Prayatna, participating in rural camps and internship for experiential learning, technological assistance towards agriculture development, mobilizing funds for sponsoring children to ensure educational promotion among children.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

92

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

23036

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

CHRIST has adequate, state-of-the-art physical infrastructure to enable an effective teaching-learning process for its faculty and students. The University constantly upgrades itself with current trends in educational infrastructure to meet the needs of the times, while maintaining the statutory requirements of regulatory bodies

like UGC, AICTE, BCI, NCTE, COA etc.

CHRIST has 494 ICT-enabled, classrooms to accommodate its students on all its campuses; 26 Seminar halls with ICT facilities, including Smart boards and smart rooms for interactive presentations. 10 spacious auditoriums with state-of-the-art acoustics exist on all the campuses, equipped with the latest A/V technology. The Main auditorium in Bangalore Central Campus accommodates 2000 participants.

Excellent domain-specific laboratories, with modern equipment to facilitate experiential learning and research are available on all campuses.

Across all campuses, 2859 computers are available for academic purposes with a student-to-computer ratio of about 8:1. Built up area per student is 16 square feet. Forty-Two fully equipped Computer labs are open for students and teachers. Moodle and Google LMSs are used by faculty for effective classroom management. During the pandemic, platforms like WebEx, Mercer|Mettl, Zoom and Microsoft Teams were provided to teachers and students for ensuring a seamless online teaching-learning process.

File Description	Documents
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The University facilitates vibrant and dynamic cultural and sports activities, has adequate and well-equipped facilities and faculty that provide training, practice and performance platforms for students to build and exhibit their skills and talents in co-curricular and extra-curricular activities.

The University has five main auditoriums, three in main campus locations and one each in off campuses, with a total seating capacity of 7000 equipped with the latest audio-visual equipment. In addition to this, the University has 10 mini Auditoriums, 2 Amphitheatres / Open-air theatres, 3 Music Rooms, 1 Music Studio, 5 Jam Rooms and Choir Rooms, and 3 Dance Rooms as facilities for its cultural activities.

For outdoor and indoor sports and games, the University has 7 Football Grounds, 2 Hockey Fields, 3 Throwball courts, 5 Volleyball courts, 12 Basketball courts, 2 Tennis courts, 5 Cricket grounds and Nets, 1 Kabaddi court, 1 Kho-Kho court, 9 Badminton courts, 4 Track & Field/ Athletics grounds, 6 Table Tennis Tables, 7 Gymnasiums and Fitness Centres. In addition to this, indoor facilities are available for various games including Chess, FoosBall, Pool, Carroms, Table Tennis etc. The Gymnasium and Health & Fitness Centres are armed with fitness and workout equipment and supervised by a trainer.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

CHRIST campuses are hailed by civic authorities for their aesthetic landscapes, preservation of flora and fauna and sustainable green initiatives of reducing, recycling and recharging through its Recycling units.

To cater to the needs of its multicultural population, the campuses have over 22 multi-cuisine cafeterias and kiosks serving vegetarian and non-vegetarian food. Hospitality, hygiene, nutrition and affordability are the USPs of all these eateries. Food vending machines are also available.

Stationery shops and reprographic facilities, informal and formal meeting venues are available on campus with multimedia facilities

Student Halls (Hostels) for Men and Women are provided on all campuses with single, double and triple sharing modern facilities

For banking, branches of South Indian Bank and Catholic Syrian Bank with multiple ATMs are present.

The campus is Divyangjan friendly and provides ramps, lifts and wheelchairs for mobility and has restrooms fitted with sensor enabled flushing and hand dryers

Health Centres with beds and essential medicines and doctors and nurses are available on all campuses.

The University has 2 ambulances that are available in case of

emergencies. Sanitary napkin dispensers are available.

There are 23 buses for intracity and intercity travel and battery operated buggies for visitors on campus

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

47473.00

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Keeping the regulatory guidelines mandated by AICTE, UGC and other apex bodies, the University consistently upgrades its library facilities. The library follows an Open Access policy allowing members to use books for reference or to borrow. In addition, the University has membership with other Institutional libraries. The staff and students have access to six libraries. There is a total collection of 3,31,851 books (2,00,668 titles), subscribing to 489 periodicals and 23 newspapers in 7 languages. Students and users of the library have access to digital resources through its 100+ dedicated computers and 10Mbps internet. Library automation is enabled to monitor check-in and check-out, which facilitates access to library usage attendance recorded through ERP.

Electromagnetic Gates from 3 M Technologies and CCTV cameras help prevent the loss of library materials. Since 1999, automation with Barcode technology for the processing and circulating of print resources has been in place. The library uses the Knimbus eLibrary portal, which provides all the resources available through the library on any device from anywhere. All the campuses of the University have dedicated E-Learning digital libraries for the students to access Swayam/MOOC/NPTEL resources. Complete digitisation facilities with services such as reprographics,

printing, and scanning are available.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

770.00

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1081

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

520

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The University has a well defined IT policy which promotes and encourages the use of IT facilities for academic and administrative activities. The entire process of IT management and utilization are integrated with the ERP system of the University- Knowledge Pro. A support management system is in place to assist the stakeholders. Staff and students are encouraged to use open source resources. The University provides measures to control and manage effective use of IT infrastructure through Firewall, Antivirus, ManageEngine Desktop Central for software deployment, hardware and software installation, reporting and tracking user activities and Dashboard for effective monitoring and management of IT services.

Active Directory Domain is used for effective networking.

Budgetary provision: On an average about six percent of the annual budget of the University is allocated for the procurement, maintenance and enhancement of IT facilities.

Databank provides the students with question papers of previously conducted examinations. This tool has an option to search questions based on programme, course and semester.

E-Services for Students Placement Assistance

- Student Registration Announce Company visit
- List for Companies based on their criteria
- Selected students list and provision to keep track of the placed student details
- Online Certificate requests and Payment Portal

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
26648	2859

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

- A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

5103

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

In order to maintain a conducive atmosphere for its staff and students to pursue administrative, academic, research, and

co/extracurricular activities, CHRIST operates an extensive portfolio of assets and facilities:

- Structured Facility Management team comprising the Manager, Junior Managers, house-keeping, electricians, carpenters and other skilled maintenance staff who are responsible for infrastructural upkeep.
- ICT facilities like Wi-Fi devices, LCD projectors, smartboards by a dedicated team from the IT department.
- Managing timetable and classroom allotment through the software (Edupage) and maintaining laboratories through lab assistants.
- Tracking documentation in the form of log books, stock registers, issue registers, maintenance registers and registers for disposing consumables
- The library maintains meticulous records and circulates books as per guidelines
- Ensuring maintenance of computer systems and peripherals by the Office of IT Services.
- Sustaining sports facilities through a centralized booking system
- Sustainably disposing waste through an efficient waste management infrastructure. Waste segregation is scheduled and monitored by Parivarthana Unit while IT services ensure the proper disposal of E-waste
- Confirming that vendors follow the UGC guidelines with reference to meeting the food safety rules for students.
- Preserving the greenery in the campus and preparing seasonal plants using treated water from the Sewage Treatment Plant

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)	
18089	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year	
7080	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	A. All of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of	• All of the above

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

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

280

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

3135

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

396

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

93

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The University subdivides its student leadership structure into the University Student Council, which forms the apex body, comprising about 70 members and the School Student Councils with 50 to 100 members in each of the seven schools and campuses to support the endeavour of promoting quality of student life on campus. With the primary objective of imbibing the University's Vision, Mission and Core Values, members are selected through a rigorous procedure. They are inducted and trained to develop holistic skills and assume leadership roles.

To create quality academic life on campus, the Student Council conducts Open Forums bi-annually. The Student Council also contributes to the clubs and associations and helps organize events at the department and campus levels. They engage constantly to provide academic development and professional support through the Centre for academic and professional support (CAPS). The Student Council has its presence in the Anti-ragging Committee to ensure a safe campus space. They extend their support to various department-level associations such as CUCA, ECHO, MACS, MESTA, CUSBMA, Agora, Ellipsis and Cultural events such as Darpan, Blossoms, In-blooms, Nritta, Bhasha Utsav etc. which help promote the involvement and recognition of various talents across the University.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

216

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

CHRIST University Alumni Foundation, a registered charitable trust, exercises independent management of the affairs of the CHRIST Alumni Association. It provides a platform for building a strong network among students who have graduated from CHRIST. Alumni have contributed to the development of the institution in the following ways:

Illustrious alumni and teachers are felicitated during the annual alumni meet on 26 January. Around 200 Mentoring and Knowledge Sharing Sessions were organized to share expertise and knowledge. Alumni, were involved in Project Evaluation/Viva-Voce to support in assessing student learning outcomes.

Mr Praveen Kenneth, Alumni of CHRIST (1985) and Founder Chairman & Managing Director of Law & Kenneth Saatchi & Saatchi, contributed Rs 100 Lakhs for a duration of four years (2018-2022), to train University staff and students on leadership.

The Alumni Association organised Vaccination Drive on 7 June 2021 with Narayana Health. 1000 staff and students were vaccinated for free.

Endowed Gold Medals sponsored by the alumni were awarded to the best outgoing Hotel Management and Engineering students.

Alumni in Academia and Industry contribute to the curriculum design and support student internships and placements.

Alumni members serve as invited members to the Board of Studies, IQAC Council.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs
File Description	Documents
Upload relevant supporting document	View File
GOVERNANCE, LEADERSHIP AND MANAGEMENT	
6.1 - Institutional Vision and Leadership	
6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance	
<p>The Vision, 'Excellence and Service' and Mission 'CHRIST is a nurturing ground for an individual's holistic development to contribute to society in a dynamic environment effectively.</p> <p>All faculty members, Heads and Academic Coordinators have various administrative roles within the Board of Studies, Academic Council, Board of Management, Finance Committee and Staff Selection Committee and all academic and administrative decisions are taken by the consensus of its members. The concerned authorities attend to all grievances of staff and students within 24 hours.</p> <p>Accountability in academic delivery is improved through a feedback mechanism. CHRIST adheres to all the stipulated rules and regulations of the University Grants Commission (UGC), All India Council of Technical Education (AICTE), Bar Council of India (BCI), National Council of Teacher Education (NCTE), Council of Architecture (COA) and submits documents duly. Transparency in functioning is maintained by making all regulations and rules available through student and staff Handbooks, the University website, and staff and student ERP account. Students from over 77 countries are represented at CHRIST. The ratio of Male to female students is about 50 %. To support Divyangjan students, facilities such as ramps and friendly toilets are available. Exclusive mentoring and monitoring programs are also adopted.</p>	
File Description	Documents
Upload relevant supporting document	View File
6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management	

CHRIST has 10 different leadership positions with specific responsibilities to manage and govern the University. Decisions are taken at various levels of the organisation in keeping with the level of authority and responsibility:

1. The overall leadership, development and implementation of strategies - Vice Chancellor
2. Administrative and student affairs in the absence of VC - Pro Vice-Chancellor
3. Implementation of the decisions of the Board of Management (BOM), Academic Council and planning and monitoring board - Registrar
4. Sourcing funds and handling revenue and expense accounts - Chief Finance Officer
5. Planning and conduct of examinations, evaluations and addressing student grievances regarding the same - The Controller of Examinations
6. Human resource planning and administration, appraisals and welfare measures - Personnel Officer.
7. Matters relating to Centres, offices and campuses and administrative support to the Deans - Directors
8. Conduct of the program, management of faculty and quality assurance - Deans
9. Curriculum design, delivery, and student skill development - Heads of various departments
10. Overseeing continuous improvement of the academic program - Program Co-ordinators

Faculty members and students are represented in University Committees such as IQAC, Internal Complaints Committee and the BoS. They have quarterly meetings to identify areas of quality improvement and monitor implementation. University and School Level Student Councils play an active role in the University.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Strategic Plan for the Period 2018-23, consists of two parts: Part one provides visionary goals of the University looking at the 'Mega Trends' in academic disciplines and the second emphasises on sustaining and enhancing quality of education in the University

programmes. The current plan incorporates major policy changes proposed by the National Education Policy 2020.

CHRIST's traditional strategy was a three-pronged approach through student care, faculty training and range of programs offered. Research has been included as an additional strategic area primarily with a view to augment faculty quality, research output and institutional ranking.

Research strategy:

1. Annual publication and research project targets for faculty
2. Mandating PhD completion by all faculty before the end of 2021
3. Stipulating PhD and publications as a minimum requirement for recruitment
4. Augmenting PhD scholars, course work and award requirements
5. PhD scholars to publish a minimum of 2 papers in Scopus indexed / WoS journals for eligibility to submit the thesis

Evidence for Goal Attainment

The number of publications has increased to 845% (8.45 times) in the Scopus/Web of Science indexed journals during 2021-2022. A centralised R & D Block 'Centre for Advanced Research and Development' has been constructed.

File Description	Documents
Upload relevant supporting document	View File

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.

To measure effective outcomes and effectiveness of the institution, the major institutional bodies namely the Board of Studies, Academic Council, Finance Committee, IQAC, Board of Management, Planning and Monitoring Board work hand in hand.

Growth:

1. In 2020-21 CHRIST offered 108 programmes, which increased to 118 in 2021-22. Similarly, PhD programme was offered in 32

disciplines which in 2020-21 has risen to 33

2. Restructuring of the Centre for Research enhanced research and effectiveness in project applications
3. Visibility of Off Campuses in Delhi NCR and Lavasa has led to the University being known on a national scale with enhancement of the brand image.
4. The service and appointment rules regarding transfer of staff has helped transpose CHRIST culture into new campuses.
5. Decentralization and efficient decision making are encouraged by providing autonomy to the Delhi NCR and Lavasa campuses.
6. Introduction of the ERP system has smoothened the documentation process of all departments.
7. Faculty student ratio which was 1:21 in 2020-21 has improved to 1:21 In 2020-21. Consultancy revenue and Publication per faculty has improved.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The University has a 360-degree faculty appraisal system annually administered through the University ERP. Student evaluation, Peer Evaluation, Self-Appraisal, Appraisal by the Dean and HoD, scorecard preparation and final submission of the card to the Vice-Chancellor (VC) are the processes. Non-teaching Staff, including Attenders, are appraised by the respective HOD and the Director/Dean/Chief Finance Officer (CFO). Housekeeping Staff and gardeners have Staff Appraisal by the Supervisor and Appraisal Review by the Director/CFO. Career advancement and promotion of teaching staff are based on the performance in the appraisal and recommendation of the Coordinator/HOD/Director. The teaching faculty can avail financial support for Academic membership in professional bodies, travel grants for conference and University visits, and research seed funding. The University allows its staff to avail leave under various leave schemes. Group Medical Insurance from Reliance General Insurance Co Ltd is provided to all staff. In-house medical services with medical doctors are available to all staff and faculty. Non-teaching staff can avail of Interest-Free Loans, support for attending training sessions, Fee concessions for their children, and fee concessions for higher studies. Annual Free health check is carried out for all faculty and staff.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

224

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

757

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

As a self-financed institution, CHRIST has adopted multiple strategies for mobilization of funds and optimal utilization of resources focusing on all-around development and quality enhancement. External funding is received through research projects from government and private/ foreign academic institutions and entities like ICSSR, DST, SERB, Ministry of Mines, Ministry of Information and Broadcasting, ISRO, AICTE, CSIR, KSTA, UGC-DAE, IIEEE, VGST, ETRI, USIEF, UBCHEA and NIPA etc. Funding is also received from international foundations/charities and NGOs. Endowment funds are encouraged to support meritorious candidates.

Internal funding emanates from return on Mutual Fund Investments, Fixed Deposits in banks, Flexi Saving accounts scheme, Corpus Fund to mobilize award merit cum scholarships. Voluntary Contributions from alumni, from students towards University's Social initiative also help. Corporate funding in partial or in full for organizing fests, conferences, and departmental activities, rent and utility service collections from various vendors operating in the campus are other sources of finance.

The Optimum utilization of resources is done by conducting assessment-based investments in infrastructure, information technology, research development activities. Reduced overall cost of procurement through efficient usage of economies of scale through an Activity-based budgeting model and timeline-based deliverables,

provides accountability-linked administrative and financial autonomy to all the units.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0.00

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

2.56

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

The Internal Audit process on full-time and continuous engagement emphasizes Income and Expenditure Audit, Analysis of Budgetary Variances, Cash flow analysis to determine potential interim cash surpluses for potential investments, Review of Financial Systems and Procedures and essential Certifications. The Internal Audit observations and opinions are discussed with the Management for appropriate action. The Statutory Auditor reviews Internal Audit observations and comments. MIS reports with suggestions are prepared quarterly, half-yearly and annually and submitted to the management. External Audit is done by a duly appointed independent firm of Chartered Accountants 'M/s Mark D'Souza and Co' on yearly tenure. The Statutory Auditor conducts the audit of the financial transactions on a regular and periodic basis and facilitates immediate feedback for corrections and rectifications. State and Central Government audits are done by their respective

representatives, who verify the documents related to government funding. The income and expenditure analysis is made and presented to the Finance Committee and the Board of Management. The Finance Committee and Board of Management approve the annual budget for revenue expenditure and capital. The University has an 'A+' Grade in ICRA Ltd rating every year.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The IQAC has adopted appropriate strategies, processes and operations with a core thrust on teaching-learning processes and supporting students in relation to learning outcomes through:

Teaching-Learning Enhancement Cell (TLEC): TLEC supports the development and review of outcome-based curricula across disciplines by developing policy documents for curriculum, teaching, learning, and assessment for the University while simultaneously researching higher education. The Cell aids the faculty with the adoption of a Learning Outcome-based Curriculum Framework and with Curriculum Design and Development

Centre for Academic and Professional Support (CAPS): The main aim of CAPS is to provide academic and professional support to students. The Cell's focus lies in life skill training and career mentoring. CAPS is subdivided into five wings, each dealing with a specific subset. The Psychometric Assessment Wing offers a set of assessments to explore strengths and weaknesses and helps to locate the best career choices. The Learning Lab teaches students how to learn. One-On-One Peer Training, as the name suggests, offers individualised attention. Group Peer Training helps expand skill sets through class sessions and peer groups. Connect Wide offers a platform for students to connect with industry experts.

File Description	Documents
Upload relevant supporting document	View File

<p>6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p>	<p>A. Any 5 or all of the above</p>
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

A number of quality enhancement initiatives have been taken up by the IQAC after and during the second cycle of NAAC assessment which include those based on the specific recommendations made in the first cycle of NAAC assessment.

The following quality initiatives were taken up by the University during 2021-22. University provided Rs 40.47 lakhs of seed money to its teachers for research. Research projects submitted to various government funding agencies brought Rs. 399.04 lakhs. Over hundred workshops/seminars were conducted on the innovation ecosystem.

A new Research & Development Block has been established in CHRIST. 1600 research papers were published in the UGC CARE journals. 712 books and 117 patents were published. The consultancy has resulted in Rs. 115 lakhs.

67 extension programmes were conducted and 9 awards were received. 92 collaborative activities took place and 28 MoUs were signed with institutions/industries in India and abroad.

266 students qualified in competitive examinations and 3135 students were placed in various organizations. 224 teachers were provided with financial support to attend conferences/workshops.

23 professional development/administrative training programmes were

organized for teaching and non-teaching staff.

IQAC Training Workshop for faculty on SSR Data Entry in ERP-Knowledge Pro was organised. A workshop on Quality Assurance for the NAAC Accreditation was conducted for Deans and HODs in October 2021.

Internal Administrative Audit was conducted for 22 Offices/Centers of the University.

Contact information on anti-ragging, prohibition of sexual harassment (Internal Complaints Committee) and grievance redressal for faculty and staff is provided on the University website, department contact person and student handbook.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

To actively encourage gender equity among students and staff, guidelines and policies have been set up by the University. Equitable treatment is accorded to all staff and students, including admissions and recruitment. All programmes incorporate gender equity directly or indirectly in their curricula. Awareness programmes are conducted regularly across campuses on gender equity. This trend is continued via co-curricular interventions as well. To assist in bringing about positive change in students' attitudes, an Inclusivity Cell has been set up by the Department of English and Cultural Studies to discuss and disseminate knowledge on gender and disability issues. In practice, The Centre for Social Action has implemented a solid waste management programme on campus, creating a livelihood option for low-income households involved in the process.

The University has installed CCTV cameras on campus, in the buildings, commonplaces, car parks etc to monitor strangers' movement and prevent any untoward incidents. Medical and Counselling Services are available on the campus for students and faculty irrespective of gender. Facilities for sports, yoga and fitness are also made available.

There is equal gender representation in the University Student Council and School Student Councils.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://iqac.christuniversity.in/index.php/s/S3Pa6QbzLVm720y#pdfviewer
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://iqac.christuniversity.in/index.php/s/83xBJXe057CwJpn#pdfviewer

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The University is recognised by the Mahatma Gandhi National Council of Rural Education and Ministry of Education as a Social Entrepreneurship, Swachhta and Rural Engagement Cell (SESREC). The Parivarthana Unit manages over 1000 kgs of waste daily, consisting of 20% wet and 80% dry waste. Waste generated from food is processed in the composting unit for conversion into manure/compost. The dry waste is segregated, and recyclable materials like paper are shredded, made into pulp at the hydro-pulper machine and reused to make products like envelopes, books and folders at the Paper Recycling Unit. External agencies collect the non-recyclable waste from the Campuses. The Parivarthana Water Treatment Plant uses scientific methods and modern technology to treat the wastewater generated on campus. Every day 3-4 lakh litres of clean water is produced, which is used for vegetation and gardening. The wet food waste is processed in the biogas plant, which produces 25

k.g. of biogas. In association with Microhard Services Pvt Ltd, E-waste is disposed of. The chemicals used in the Chemistry lab are segregated into aqueous and organic waste in air-tight containers, which an NGO collects for disposal per the standards.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit

A. Any 4 or all of the above

- 4. Clean and green campus recognitions/awards**
5. Beyond the campus environmental promotional activities

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Inclusivity in the campuses is something that CHRIST strives towards, and to foster an inclusive environment, the University works towards ensuring tolerance and harmony. The admission process and induction programmes orient students towards plurality and celebration of diversity. The student population includes representation from all over India and 77 other countries representing over 40 languages. The diversity is also reflected in the staff representing most of India's States and Union Territories and even foreign countries. To promote inclusivity, the University has worked towards the following:

1. Creation of an Equal Opportunity Cell. All members are made cognizant of the 'Regulation for Promotion of Equity'.
2. Provision of barrier-free access to accessible infrastructure as per government norms

3. Provision of Additional Counselling to NRI and International students
4. Design of customised evaluation and assessment models with specific considerations like MCQ format, non-graphic screen reader-friendly question papers, oral tests, and presentations in classes are administered to special learners.
5. Distribution of free food packets through kiosks to economically disadvantaged students.
6. Hosting festivals and celebrations that enrich the cultural diversity the students are exposed to and cultivate acceptance of cultures by creating awareness and a ground for celebrating each other's culture and other individualities.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Model Loksabha, Voter Enumeration and Awareness Programme, Moot Court events, Annual Union Budget Discussion, and student clubs that provide a platform for students to discuss and debate social issues and celebration of Republic Day, Independence Days and State Days are organised. The Constitutional Law and Orientation Committee of the University spearheads the drive to spread knowledge of the Constitution through forums, talks, discussions, meetings, quizzes, competitions, debates, moots, extempore and events that would expose them to the facets of the Indian Constitution. A one-credit course on the Constitution of India is being conducted for students of all the programs across the campus. The University's sustainability and Forest Education Club spread awareness about animal cruelty and environmental degradation by aligning with the United Nations Sustainable Development Goals. The Green Army of the University is involved in activities that conserve the natural environment and promote the preservation of lakes, wildlife, and birds. A module on Environmental law is conducted for all students at the University. The Centre for Social Action (CSA) promotes social responsibility amongst the students and staff. Issues related to child rights, socio-economic development of women, youths and farmers, and livelihood are tended in 124 villages and slums adopted by it.

<p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic 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 Code of Conduct are organized</p>	<p>All of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The University celebrates/organises national and international commemorative days, events and festivals in solidarity with the noble thoughts behind the cause/event. National commemorative days are celebrated with the unfurling of the National Flag in the presence of Students, Staff and NCC cadets. The University, with its secular outlook, respects and celebrates diversity, including diverse ideological and cultural views. Various programmes, including seminars, guest lectures, talks and quizzes, are organised to remember the great icons and understand the significance of their ideas. To commemorate the birth anniversary of Dr Sarvepalli Radhakrishnan on 05 September, Teachers' Day is organised annually. Coinciding with the birth anniversary of Sardar Vallabhai Patel, the University organises Sadbhavana Day. International Peace Day is celebrated on the 21st of September per the United Nations' recommendation. International Women's Day is celebrated on 08 March every year. National Science Day is observed on 28 February to remember the contribution of Sir C V Raman and to encourage youth to understand the aspects of science and develop an interest in it. International Literacy Day is celebrated on 08 September to promote the importance of literacy. International Yoga Day is celebrated on 21 June to promote physical and mental health.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Title: Peer Education System - Preparing Students for Life

Objectives: Primary objective of the Peer Education System is to enable students to deal with their psychological vulnerabilities through peer support.

Context: Given their age and mindset, the students are not always willing to share their personal issues with formal support systems offered through faculty mentors and counsellors. Hence the University has developed the Peer Education System to extend social and psychological support to the students.

The programme is overseen and implemented by the Centre for Counselling and Health Services of the University. The Peer Educators undergo practice sessions with their mentors and then take formal awareness sessions for all undergraduate students on campus.

Evidence of success: Feedback analysis shows that the programme is effective. It also shows enhanced confidence and self-esteem among the Peer Educators, positively affecting their perspectives and goals in life.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

CHRIST has developed distinctiveness in building sustainable development ethos through Community Engagement Activities (Centre for Social Action), Service Learning internships and Student volunteerism. In service learning, the students engage in community activity for specific hours based on their disciplinary training and submit a paper reflecting on their disciplinary knowledge and the community experience to their subject teacher. Many University level platforms and initiatives are created for direct community engagement by students from across the University. From 2016 education of 3569 children has been supported by the students and staff with a total contribution of Rs. 1.85 Crore through the Educate a Child Programme. The students evolve, practice and perform

street plays on the Campus and in the slum communities on various social issues to create awareness and empowerment. Engineering students take up rural problems and apply subject knowledge to find and implement solutions for social issues identified them. These problems are taken as projects over a semester as research or social projects. The Recycling Initiative of the University is a model for sustainable environment protection over waste management. Emergency response initiatives involve students and faculty responding to natural and man-made disasters.

7.3.2 - Plan of action for the next academic year

CHRIST (Deemed to be University) is devoted to maintaining the highest standards of quality and excellence in all its endeavours. The institution has developed a comprehensive plan to further enhance its quality and competitiveness during 2022-23 academic year.

To effectively implement the National Education Policy (NEP) 2020, the university will revamp its curriculum to align with NEP guidelines. This includes promoting experiential learning, embracing technology-enabled teaching methods, and emphasizing holistic student development.

A committee will be formed to create a new strategic plan by ensuring inclusivity in the planning process. This plan will encompass short-term and long-term objectives and action plans to guide the university growth and development.

The University will focus on strengthening its data management system to improve the data collection, analysis, and security measures. This will facilitate effective decision-making and quality enhancements in various academic and administrative areas.

The University recognizes the importance of accreditation and will seek NBA accreditation specifically for management programmes. This involves benchmarking management programmes against national standards, conducting self-assessments, addressing gaps, and preparing comprehensive reports to enhance the quality of the programmes.

With these initiatives the University is committed to advancing standards, providing a conducive learning environment, and preparing students for successful futures.